DOCUMENT RESUME

ED 150 369 08 CE 014 654

AUTHOR	Jenkins, Robert L., III
TITLE	Summative Evaluation of the Mountain-Plains Community Development Component. An Affective Evaluation Report.
INSTITUTION	Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jul 76
CONTRACT	NE-C-00-3-0298
NOTE	95p.; For related documents see CE 014 653-657, CE 014 682-684, and ED 110 811
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Career Education; *Community Development; Community Involvement; Demonstration Programs; *Disadvantaged Groups; Economically Disadvantaged; Educationally Disadvantaged; *Family Programs; Federal Programs; Individualized Programs; Leadership; Orientation; Program Development; *Program Effectiveness; Program Evaluation; *Residential Programs; Summative Evaluation; Tables (Data)
IDENTIFIERS	Idaho; Montana; Mountain Plains Program; Nebraska; North Dakota; South Dakota; Wyoming

ABSTRACT

Focusing on program development and evaluation, this document presents the summative evaluation of the community development component of the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The report first provides an overview of the community development component, delineates the goals and program objectives, and outlines the stages of component and program development. Next, the evaluation findings are discussed and include measurements made in three program areas: description of leadership behavior, levels of community participation, and evaluation of orientation. Results of the analysis made of the quality of the evaluation instruments are reported as well as the results of the findings. Finally, a summary of the program development and evaluation findings during the stabilization and operation period is presented and formative implications are given. Organizational charts and statistical tables are appended. (For a summative evaluation of the overall Mountain-Plains Program, see CE 014 682-684.) (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150369

AN AFFECTIVE EVALUATION REPORT

SUMMATIVE EVALUATION OF THE MOUNTAIN-PLAINS COMMUNITY DEVELOPMENT COMPONENT

Author:

Robert L. Jenkins III
Community Development Technician

Technical Assistance:

Douglas D. Myers
Research Analyst

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

July 1976

This Product is a Joint Effort of:

Student Services Division
Ernest S. Weber, Associate Director

Research Services Division
David A. Coyle, Director

The work presented in this publication was performed pursuant to Contract NE-C-00-3-0298. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

CE 014 654

TABLE OF CONTENTS

Page

LIST OF TABLES ii

PART I: DESCRIPTION OF PROGRAM DEVELOPMENT AND OPERATION

Introduction 1
Component Goals and Program Objectives 1
Stages of Component and Program Development 2

PART II: EVALUATION FINDINGS AND DISCUSSION

Description of Leadership Behavior 17
Leadership Behavior Patterns 22
Consideration Scale 23
Initiating Structure Scale 23
Student Government Attendance 24
Community Participation 30
Participation Levels in Community Activities 30
Usage Levels of Base Facilities 35
Evaluation of Orientation 36

PART III: SUMMARY AND IMPLICATIONS

Formative Implications 46

REFERENCES CITED 49-50

APPENDICES 51-85

LIST OF TABLES

Table		Page
1	Summary of Leader Behavior Findings by Original Study Groups and Mountain-Plains Study Group	19
2A	Cluster Analysis of the Leader Behavior Description Questionnaire on a Rural, Disadvantaged Population - Consideration Scale	20
2B	Cluster Analysis of the Leader Behavior Description Questionnaire on a Rural, Disadvantaged Population - Initiating Structure Scale	21
3	Summary of Trends in Student Council Attendance by Administration	26
4	Regression Analysis of: Council Attendance by Number of Neighborhood Meetings Held	27
5	Regression Analysis of: Mean Group Size by Weeks in Office	29
6	Regression Analysis of: Mean Group Size by the Number of Neighborhood Group Meetings Held	29
7	Summary of Mean Levels for Total Participation in Community Activities and Facility	31
8	Summary of Significant Correlation Coefficients Determined by Significant Chi-Square Level for Orientation by Sample Group	40
	APPENDIX A	
I	Organizational Chart for the Community Development and Recreation Department	52
II	Process of Involving Mountain-Plains Participants in Community Activities	53
	APPENDIX B	
A	Correlation Matrix for the Leadership Behavior Description Questionnaire	55-56
B	Mean Level of Participants for Clubs and Organizations by Reported Users	57
C	Mean Level of Participation for Outdoor Recreation Activities by Reported Users	58

LIST OF TABLES (continued)

Table		Page
D	Mean Level of Participation for Indoor Recreation Activities by Reported Users	59
E	Mean Level of Participation for Religious Activities by Reported Users	60
F	Mean Level of Participation for Student Government Activities by Reported Users	61
G	Mean Level of Usage for Family Center Activities by Reported Users	62
H	Mean Level of Facility Usage for Other Base Facilities - Exluding Family Center Activities - by Reported Users	63
I	Variation in Assessments of Eighteen Orientation Sessions with Respect to Session Necessity by Sample Group	64
J	Variation in Assessments of Eighteen Orientation Sessions with Respect to Session Clarity by Sample Group	65
K	Variation in Assessments of Eighteen Orientation Sessions with Respect to Session Length by Sample Group	66
L	Variation in Assessments of Eighteen Orientation Sessions with Respect to Session Repetition by Sample Group	67
M	Variation in Assessments of Fourteen Enrollment Sessions with Respect to Time Flexibility by Sample Group	68
N	Variation in Assessments of Fourteen Enrollment Sessions with Respect to Session Clarity by Sample Group	69
O	Variation in Assessments of Eight Areas of Community Welcome by Sample Group	70
P	Summary of Significant Variation in Mountain-Plains Student Perceptions of Eighteen Orientation Sessions with Respect to Session Necessity by Sample Group	71
Q	Summary of Significant Variation in Mountain-Plains Student Perceptions of Eighteen Orientation Sessions with Respect to Session Clarity by Sample Group	71
R	Summary of Significant Variation in Mountain-Plains Student Perceptions of Eighteen Orientation Sessions with Respect to Session Length by Sample Group	72

LIST OF TABLE (continued)

Table		Page
S	Summary of Significant Variation in Mountain-Plains Student Perceptions of Eighteen Orientation Sessions with Respect to Session Repetition by Sample Group	72
T	Summary of Significant Variation in Mountain-Plains Student Perceptions of Fourteen Enrollment Sessions with Respect to Time Flexibility by Sample Group	73
U	Summary of Significant Variation in Mountain-Plains Student Perceptions of Fourteen Enrollment Sessions with Respect to Session Clarity by Sample Group	73
V	Summary of Significant Variation in Mountain-Plains Student Perceptions of Eight Areas of Community Welcome by Sample Group	74

PART I: DESCRIPTION OF PROGRAM DEVELOPMENT AND OPERATION

INTRODUCTION

In the early stages of the Mountain-Plains Program (1971), Community Development did not exist as a separate program component. All functions of a community nature were handled by the Counseling Department through paraprofessionals identified as "Family Life Workers". As the program increased in size from twelve to 160 families, a need arose to more clearly define the roles of community development, orientation and family counseling. As a result, Community Development and Recreation was implemented as a separate supervisory area within Counseling Services in mid-1973 and evolved to separate department status as part of a reorganization in mid-1974.* The specific functions of this component were to include: orientation, dislocation of existing families, operation of a Student Activity Center, development of citizen behavior and involvement and leadership training (see Appendix A, Figure I).

COMPONENT GOALS AND PROGRAM OBJECTIVES

The Community Development department, as a separate component, was to create a "sense" of community for program participants by providing opportunities to develop organizational skills, experience social, group and organizational interaction, and leadership training through citizen involvement in community and group activities (see Appendix A, Figure II). More specifically, Community Development was to:

1. Improve citizen behavior and involvement through participation in "community" activities.

---

*Those interested in details of this evolution are referred to Counseling Services Reports No. 6 and No. 8.

2. Develop social, organizational and group process skills through volunteer involvement and leadership training.

3. Provide an orientation program to facilitate entry into the Mountain-Plains program and student community.

4. Exit student families to their desired center of relocation including task details and "exit orientation".

STAGES OF COMPONENT AND PROGRAM DEVELOPMENT

A. Initial Development (Fall 1973 to Summer 1974).

To facilitate program implementation, a proposal was developed and implemented outlining the program areas and specific functions for which the Community Development department would be responsible. A major emphasis was to be placed on student organization(s), organized activities, and leadership training that would generate student involvement in community activities initiated, to the maximum extent, by students. In addition, several student organizations and programs already in existence, most particularly the student government, were to be reorganized to more effectively meet student needs and program objectives.

Program Objective I - (Citizenship Behavior). Pre-center data indicate that most student families entering Mountain-Plains exhibit low organizational skills, do not participate very frequently in community affairs (including elections), and have difficulty in adjusting to social groups. To meet this objective in the initial development stage, a number of groups and organizations were established or reorganized under the aegis of Community Development. These were to involve as many students as possible in community activities.

One organization that underwent reorganization in the Fall of 1973 was the student government. Although a student government had been in effect since the initial stages of Mountain-Plains, the increase in the number of student families (1971-1973) made it necessary to totally reorganize the patchwork Student Council then operating to more effectively meet student and community needs. Through the efforts of reorganization, the name of the government was changed to MOWINDS* Community Government and a new structure was implemented to include 21 Council members; four executive officers, eleven neighborhood group leaders and six state representatives. (This structure has now endured for almost three years.)

To actively involve students in the decision-making processes that typically occur in a community, the neighborhood group leaders and the state representatives hold regularly scheduled meetings with the people they represent to discuss issues, identify needs and problems, and become acquainted with group members. In addition, the Council has a number of standing and special committees in which students can participate and through which they can initiate programs and actions that they perceive to be of primary concern.

A second reorganization involved the Student Activity Center (Family Center). In the early stages of development, student families were required to complete classes on recreational/leisure-time activity. Student dislike for "learning about" things to "do" with one's free time eventuated in the Family Center being used less as a classroom than as a base for programs and activities initiated and directed largely by students.

---

*The name MOWINDS is an acronym for the six state area served by the Mountain-Plains Program.

With several staff acting as resources, Family Center programming began to emphasize organized club activities (e.g., Rocket Club Photo Club and Game Tournaments), community-wide activities such as dances and parties, children's activities and other such recreational or "leisure-time" activities such as arts and crafts. Primary program emphasis also changed from daytime hours to evening hours and weekends. Student volunteers assumed the responsibility of operating and maintaining the facility as well as responsibility for the programs presented for students.

In addition to reorganizing certain existing program areas, the 1973 proposal introduced new areas of program activity. For example, a Teen Club was established and was successfully operated by Community Development until October, 1974. (At this time, Mountain-Plains was requested to include other teenagers residing on the Air Base. The program thus passed from the control of Mountain-Plains to "base recreation". Community Development has since given only periodic support to specific programs generated by the Teen Center.)

The 1973 proposal provided for a Big Brother/Big Sister program and a Singles Club for single heads of household. After some experimentation, the Big Brother/Big Sister program was terminated due to the time lines required to comply with the guidelines of the national organization (the average length of stay for Mountain-Plains families is eight months). The Singles Club experienced similar difficulties because of time and monetary commitments. While the program floundered for about a year (September 1973 to October 1974), there was inadequate support to make this program fully operable.

One additional facility, the "Sharing House", also came under the supervision of Community Development. (During the first two years of Mountain-Plains, the Sharing House, an exchange service for donated clothing, was started and operated by the Home Management component under Family Core Curriculum.)

Program Objective II (Leadership Training). To meet the first program objective of involving Mountain-Plains participants in community activities, a need arose to organize and direct these activities. Since most Mountain-Plains students exhibit low organizational skills and limited social participation, Community Development recognized that few programs and activities could be successfully carried through by the students themselves without some type of formal leadership training.

A leadership training class for student government leaders was developed to instruct student leaders in the fundamentals of task-group interaction, parliamentary procedure and social action. Since each student government term of office is 90 days, the course was designed to run concomitantly with each term of office. By this method, each student leader received twelve weeks of formal classroom training (one hour per week). As a follow-up to the classroom training, the instructor made periodic evening visits to the different meetings held throughout the student community.

Program Objective III (Orientation). Since initial contact of student families was perceived to be important for helping a new family become "oriented" to Mountain-Plains, it was decided to place the orientation program under the supervision of Community Development. During this period, Community Development staff would be responsible for assisting new families enrolled in the program as well as familiarizing them with the facilities of the base.

Simultaneous internal and third-party evaluations of the pre-1973 orientation program revealed that the orientation program was failing to meet the needs of the incoming families in that: 1) Many families did not develop basic psychological, geographic or personal security in the new environment, 2) No common thread interrelated various departmental sessions, 3) No uniform consensus was agreed upon concerning which information the "orientee" needed to know at program entry; and 4) No one had primary accountability for how department presentations would be made.

As a result of these evaluations, Community Development began to reorganize the orientation program consistent with Maslow's need hierarchy. Subsequently, all developments in the orientation program have been aimed at meeting student "survival" needs first (groceries and toilet paper), student task needs second (vehicle registration), student information needs third (e.g., how does the place work), and lastly the institution's need to collect diagnostic and research data (tests). Through personal contact, the program also placed emphasis on making the new family feel "at home".

Program Objective IV (Exit Orientation and Relocation). In addition to the reorganization of entry orientation, Community Development set up an exit orientation program. The primary emphasis of this program revolved around what the student family needed to know about relocating to another area upon program completion.

In the final 60 days of matriculation, the student family participated in two sessions covering such areas as job placement, housing, community services, and the importance of showing up to work on time. The sessions were designed to get the

student to think about the "real world" environment. Because many services at Mountain-Plains are provided at little or no cost to student families, exit orientation attempts to setup a "real-world mind set" to show that items like rent, utilities and other community services will be more costly and need to be paid on a more immediate time schedule than the schedule at Mountain-Plains.

Student families also receive assistance during this period for interview trips, placement procedures, arrangements for moving equipment and termination procedures.

B. Revision of Initial Development and Expansion (Fall 1974 to Spring 1975).

In the Fall of 1974, after a year period of initial development and experimentation, Community Development began to "fine tune" program activity.

Program Objective I (Citizenship Behavior). A major goal in the initial development stage was to generate activities (both staff and student initiated) to involve students in leisure-time activities and community affairs. A great deal of emphasis was placed on clubs and organizations that would function for a longer period of time than the average duration a family spent at Mountain-Plains. Because of rapid turnover in the student population at Mountain-Plains (average time to completion then about 9 months), it was soon discovered that interests seem to vary over time and the establishment of stable, long-term clubs and organizations outside of the student government and the Family Center were hard to achieve.*

*We now know that, at least psychologically, there has been a continued trend to serve a less disadvantaged population over time; thus adding support to the subjectively perceived change in preferences.

To counteract the problem of providing programs for varied interest groups, Community Development began to look at programs that took a shorter time to conceive and implement as well as more single event programs and activities. Community Development proffered the concept of a "pool" or "bank" of community, recreational and leisure-time activities that could be developed and implemented in relatively short time spans. In addition, documentation was prepared so that programs and activities could be "stored" and then retrieved as interests changed from one student group to another.

In attempting to pinpoint the range of activities in which students wished to participate and those facilities most likely to be used, a survey of recreational interests was undertaken (Jenkins, 1975). The study was designed to accomplish four major objectives: 1) Determine which programs and facilities on-center were popular with students; 2) Determine which program activities would be best received at different times during the year; and 3) Make specific recommendations for recreational, community and leisure-time activities.

The results provided Community Development and Recreation with information and suggestions for programming activities. Throughout this period, Community Development developed and implemented community activities based on the results of the survey. Most suggestions and recommendations from the survey report were implemented during this period.

At the same time program activities were being conceived, developed and implemented, the Community Development component established several evaluation mechanisms to provide feedback and information on student participation during

the Mountain-Plains Program. In December, 1974, and January, 1975, an evaluation instrument was developed and implemented to begin collecting data on student participation. This information is used, along with pre-center information, to determine Community Development program effects.

Program Objective II (Leadership Training). In the Fall of 1974, Community Development created a new staff position to work full-time in facilitating the development of student organizations; including leadership training programs. This staff position was also to coordinate with recreation and other program areas in Mountain-Plains and the surrounding communities to develop program activities of community-wide interest. The prescribed role included work in developing and executing evaluation.

Initially, the primary leadership training emphasis centered around student government. However, as student activities and organizations continued to expand, Community Development faced a need for additional leadership training programs. These programs were needed to teach student leaders skills needed to direct and manage the various clubs and organizations in the student community.

While the same basic structure was retained for the leadership training course for student government (Leadership I), revisions were made to include new material more appropriate to the population. There was to be more involvement by the staff trainer in the evening organization meetings to provide information and encouragement to student government leaders.

To further meet leadership training needs, a second formal leadership training course (Leadership II) was developed. The primary emphasis of this course focussed on group dynamics, human relations and the social action process. The class was designed for student government leaders who desire more indepth training than Leadership I. Enrollment included volunteer student leaders directing and managing such organizations as the Sharing House and the Family Center and interested students in the Marketing and Distribution occupational training area desiring a support course for additional human relations training. The class, set up on the basis of a round-table seminar, is a two hour session weekly for twelve weeks. The course includes group and team development exercises, leadership styles, a simulated exercise in community planning and decision-making, and field trips to various local resource agencies.

In addition to developing classes, the community development staff placed more emphasis on evaluation and accountability. To collect research data on student leaders as well as provide feedback on a student leader's performance, an evaluation instrument, the Leadership Behavior Description Questionnaire (Halpin, 1957), was implemented to collect information on neighborhood group leaders. Moreover, a set of information sheets was developed for every club and organization to report attendance, program activities and miscellaneous discussion items. The contents of these reports were also used as feedback by the staff trainer on student leader performance.

In summary, a stronger emphasis was placed on leadership training during this stage. This was accomplished through the development and implementation of

new class material, more intensive personal contact and more systematic mechanisms to demonstrate performance and accountability.

Program Objective III (Orientation). To determine if the new orientation schedule was adequate, an evaluation was performed by Mountain-Plains Research Services (Pollack, 1975). Generally, results showed that the orientation program was neither overcrowded nor too relaxed, and that the overall structure and objectives were satisfactory. The study did indicate that some minor adjustments were needed in allotted time and session content for a few areas. As a result of this evaluation, several minor changes in the orientation schedule did occur in this period; most notably, one more day was added to the orientation program to enable a longer arrival time frame.

In addition to scheduling changes, Community Development began to place a greater emphasis on initial contact by staff and students during the first three days of program entry. While not a formally scheduled part of orientation, initial contact was accorded a great deal of emphasis to help new families become acquainted with other student families and the environment of Glasgow Air Base. Student Government representatives were requested to greet the new families upon program entry. An orientation luncheon was initiated for additional contact between new entrants and student leaders. The underlying rationale for this program was to help families feel "at home" in a new community as well as encourage their involvement in student programs and activities.

Program Objective IV (Exit Orientation and Relocation). With the exception of data collection procedures, no major changes occurred during this period. To obtain

the necessary data on student participation in Community Development activities at Mountain-Plains, time was allotted on the exit orientation program for each completing student family to fill out a questionnaire on social and community participation and base facility usage.

C. Stabilization and Operation (Summer 1975 to Present).

During the previous period, Community Development reached a new plateau in its role as a separate component. With a broader spectrum of recognition from other program components, Community Development began to establish a closer working relationship with other components, and assist in a more integrative manner with the overall training and development of student families; i.e., identifying specific student problems and attempting to "complement" the training and development efforts of other program components. In playing a "complementary" role in student development, Community Development in this current stage placed its primary emphasis on stabilizing programming efforts and the perpetuation and growth of established student organizations and activities.

Program Objective I (Citizenship Behavior). In keeping with the primary modus operandi, involving student families in social and community activities, several program refinements occurred during the Summer of 1975 in the following areas: 1) Sharing House operations; 2) the formation of a Student Welcome Wagon Committee; and 3) recognition awards for successful student volunteers.

The most important changes in the Sharing House operation included the formation of a steering committee to select personnel and provide written guidelines and operational procedures, and facility renovation.

To improve upon the efforts of initial student contact at program entry, a Student Welcome Wagon Committee was formed. This organization provides additional assistance outside the orientation program for integrating new student families into the community.

To provide a stronger incentive for students to become involved in volunteer activities, a system of recognition awards was devised. The new program consisted of certificates, letters of recommendation, plaques and notation on the student's transcript. The transcript record provides future employers with employability information on a student's achievements outside classroom requirements.

Additional efforts were made during this period to upgrade Family Center activities with special emphasis on arts and crafts. In May, 1975, Community Development hired a full-time arts and crafts instructor to concentrate on two program areas: 1) an afternoon program for spouses who elected not to take an occupational training program; and 2) a full complement of arts and crafts activities in the evening hours at the Family Center.

In September, 1975, a "rap" group was established along the lines of a talk show format. A student moderator hosts a weekly presentation which includes as guests staff members of Mountain-Plains as well as people in the surrounding areas. In January, 1976, a Family Center Program Board was established. A seven member panel of staff and students, the board plans, organizes, develops and implements programs and activities of educational and social interest in both the Family Center and the student community. Also during this period, three other student organizations were formed: 1) a Student Bowling League; 2) a Pinochle Group (card party);

and 3) a base-wide Citizens Band Radio Club. All three organizations were established without formal staff assistance.

To evaluate program effectiveness with respect to community participation between the expansion and stabilization stages, a survey was undertaken (Jenkins, 1976). The study concentrated on three major objectives: 1) to determine which programs and facilities on center are used most frequently by student participants; 2) levels of change in facility usage; and 3) whether community and recreational interests as determined by facility usage varies over time.

The results indicated that Community Development programming efforts were meeting student needs and preferences. The findings also revealed that student participants were taking more initiative in organizing their own activities. Finally, the results showed that the "bank of activities" concept seems to encompass the fluctuations among different groups of people as well as the activities for different seasons of the year.

Program Objective II (Leadership Training). While no new formal leadership courses were developed in this stage, the main focus centered upon improving the formats of various organizational meetings, documenting organizational goals and objectives and developing probable plans of work for student and community activities. A second emphasis revolved around developing and training volunteers in the various student organizations with previous experience in that organization to succeed as managers and directors.

In October, 1975, a needs assessment for student government was undertaken (Jenkins, 1975). The survey contained the following objectives: 1) rank specific needs and problems identified by the student population; and 2) identify the reputed leaders in the student community. While the results were inconclusive as to which priority problem areas should be worked on first, the survey indicated that of the people mentioned most frequently as reputed leaders in the student community, only one person was not a member of the formal community government structure. The survey indicated that the government structure appeared to be responsive in taking action on community needs.

With respect to other student organizations (Family Center, Sharing House), staff involvement in the training function became more intensive. More single workshop sessions were implemented to introduce volunteers to leadership techniques, group dynamics and problem-solving techniques.

Program Objective III (Orientation). Although the 1975 evaluation indicated that orientation was meeting the needs of new entrants, a second evaluation was performed in January, 1976. Using written questionnaires and tape recordings of each departmental presentation, the results revealed several areas of deficiency.

With increased input among all staff orientation participants, the following improvements were adopted: 1) the establishment of a central location for orientation; 2) appointment of a single program coordinator; 3) outlines and scripts of the information each "orientor" was presenting; and 4) substitution of all day testing sessions with shorter sessions interspersed among other orientation sessions.

To insure the revision in an improvement, each student is asked to fill out a written questionnaire at different intervals throughout the program; two weeks, six weeks, and termination. This procedure provides some insight into student perceptions of information received at orientation with respect to content, adequacy and relevancy as they progress through the various stages of Mountain-Plains.

Program Objective IV (Exit Orientation and Relocation). While the essential process of exit orientation has remained the same during this period, several minor adjustments occurred. The exit orientation program was reduced from two sessions to one, and more emphasis was placed on exit housing inspections and placement procedures.

PART II: EVALUATION FINDINGS AND DISCUSSION

INTRODUCTION

Measurements were made in three program areas: 1) description of leadership behavior; 2) levels of community participation; and 3) evaluation of orientation. With the exception of exit orientation, the findings measure how well each program objective was accomplished. Analysis was made of the quality of the evaluation instruments as well as the results of the findings. One should bear in mind that the Mountain-Plains situation is a more controlled community situation than would be "normal". These measurements are intended to describe only this situation.

1. DESCRIPTION OF LEADERSHIP BEHAVIOR

Participation in community activities frequently results from having the necessary organizational mechanisms to meet community wants and concerns. Identifying and training student community leaders has been the key focal point in achieving the overall objective of the community development component--creating a "sense" of community through maximum citizen participation.

Methodology. The Leadership Behavior Description Questionnaire or LBDQ (Halpin, 1957) was used to measure leadership behavior characteristics at Mountain-Plains. The instrument consists of 40 questions relating to leadership characteristics, and serves to measure two elements of leadership: 1) consideration of group members; and 2) initiating operational structure. The items are scored on a 5 point continuum ranging from a low score of 0 = Never to 4 = Always. (A copy of the LBDQ is found in Appendix C). The "consideration" elements of leadership

refer to respect for group members, mutual trust and group cohesiveness. In contrast, the elements of initiating structure refer to the leader's role in the groups. i.e., defining channels of communication, establishing patterns of organization and identifying methods of getting the job done.

Since leadership training efforts at Mountain-Plains have concentrated mainly on identifying and training student government leaders, a strong, reliable evaluation instrument was sought to measure the effectiveness of leadership training. The LBDQ was selected, in part, because of its high reliability coefficients.[1] Leadership training was evaluated in two major areas: 1) Were the leadership training approaches being instituted by the target population?; and 2) Were the leadership roles in the Mountain-Plains setting perceived differently from those in other organizational settings?.

The evaluations of the LBDQ on the selected neighborhood group leader were filled out by the members of their own neighborhood groups; specifically, those people the leader represented on the student council. The questionnaire was administered at least once during the last half of a specific leader's term in office. Four hundred and seventy-one evaluations were completed. In addition to the leader not being present at the time of the evaluation, the members of the group were not told about the training objectives or the scales used on the LBDQ.

---

[1] In Halpin's original study, estimated reliability for consideration was .92 and for initiating structure .83 when corrected for attentuation.

TABLE 1: SUMMARY OF LEADERSHIP BEHAVIOR FINDINGS OF ORIGINAL STUDY GROUPS AND MOUNTAIN-PLAINS STUDY GROUP

Part A: Consideration

Original Study Groups						Mountain-Plains Study Group		
I (B-29 Bomber Squadron)			II (Educational Administrators)			I (Rural, Disadvantaged Population)		
$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N
41.6	4.5	251	37.9	4.4	64	64.39	8.67	471

Part B: Initiating Structure

Original Study Groups						Mountain-Plains Study Group		
I (B-29 Bomber Squadron)			II (Educational Administrators)			I (Rural, Disadvantaged Population)		
$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N
41.4	7.3	251	44.7	8.7	64	56.07	4.25	471

SOURCE: EVALUATION DATA

TABLE 2A: CLUSTER ANALYSIS OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE ON A RURAL DISADVANTAGED POPULATION: (SCALE I - CONSIDERATION)

Item No.	Consideration Scale	Item-Factor Correlation (r)
39	Leader assures group coordination of work	.73
34*	Leader puts suggestions of group into operation	.73
35	Leader encourages group members to work to capacity	.67
38*	Leader obtains approval on a matter before starting	.73
4	Leader tries out new ideas with the group	.68
3*	Leader makes being a member of the group pleasant	.68
27	Leader makes sure his part in the organization is understood by all group members	.69
8*	Leader finds time to listen to group members	.70
31*	Leader makes group members feel at ease when talking with them	.65
23*	Leader treats all group members as equals	.65
2	Leader makes his attitudes clear to the group	.59
26*	Leader is willing to make changes	.58
1*	Leader does personal favors for group members	.60
21*	Leader backs up group members in their actions	.60
24	Leader encourages use of uniform procedures	.48

SUMMARY STATISTICS

Factor Mean = 63.32 Factor Deviation = 9.04

Alpha Coefficient = .90

*Indicates that this item number is on original consideration scale.

SOURCE: EVALUATION DATA

TABLE 2B: CLUSTER ANALYSIS OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE ON A RURAL, DISADVANTAGED POPULATION: (SCALE II - INITIATING STRUCTURE)

Item No.	Initiating Structure Scale	Item-Factor Correlation (r)
16*	Leader schedules the work to be done	.64
14*	Leader assigns group members to particular tasks	.56
17*	Leader maintains definite standards of performance	.61
29*	Leader asks group members to follow standard rules and regulations	.58
32*	Leader lets members know what is expected	.56
13	Leader looks out for welfare of group members	.52
22*	Leader emphasizes the meeting of deadlines	.54
11*	Leader speaks in manner not to be questioned	.46
7*	Leader rules with an iron hand	.48
28	Leader is friendly and approachable	.38
6	Leader is easy to understand	.39
9*	Leader criticizes poor work	.33
18	Leader refuses to explain his actions (reverse scoring on scale)	.33
20	Leader acts without consulting group (reverse scoring on scale)	.28
12	Leader keeps to himself (reverse scoring on scale)	.11

SUMMARY STATISTICS

Factor Mean = 57.14 Factor Deviation = 7.98
Alpha Coefficient = .72

*Indicates that this item number is on original initiative scale.

SOURCE: EVALUATION DATA

Leadership Behavior Patterns. The following table presents differences in perceptions between two original study groups and the Mountain-Plains study group concerning their respective leaders (Table 1). The findings reveal statistically significant differences in sample perceptions between the rural disadvantaged population of Mountain-Plains and both bomber squadron commanders and educational administrators, of the original Halpin study, on mean leadership scores. Since the mean differences exceed more than one standard deviation, a t-test analysis was not performed. (For further information, a correlation matrix of this rural disadvantaged population is presented in Appendix B, Table A).

The data from the Mountain-Plains sample shows that this population was perceived to exhibit more leadership behavior qualities than either bomber squadron commanders or educational administrators. The results are surprising given some of the problem situations the disadvantaged are seeking to alleviate; i.e., low organizational skills, social adjustment problems and lack of mutual trust.

As a result of significant differences in perceptions of leadership behavior, a cluster analysis was performed for consideration and initiating structure (Tables 2A and 2B).[2] Using the same 30 items identified in the original samples, the Mountain-Plains analysis produced different scale compositions. However, further analysis disclosed no statistically significant differences between these "new" scales and the original scales on their mean scale scores. The reliability coefficients for the "new" scales were .90 for consideration and .72 for initiating structure.

---

[2]Mountain-Plains sample means in Table 1 are different from Mountain-Plains sample means on Tables 2A and 2B because the means and standard deviations on Table 1 were computed using the original questionnaire scales. Means and standard deviations for Tables 2A and 2B represent the computations of scales that were determined by the Mountain-Plains sample population.

Consideration Scale. The items on the scale for consideration show that student government leaders, in general, are perceived to possess a relatively high degree of consideration for group members (Table 2A). Coordination of group work, putting group suggestions into operation and obtaining approval on a matter before proceeding are items showing the highest correlations. Other factors such as listening to group members, making the group members feel comfortable and getting the group to understand the leader's part in the organization are also perceived to be important elements of leadership behavior.

The findings on the scale of consideration are most satisfactory with respect to measuring the approach taken by staff trainers. The basic leadership training approach at Mountain-Plains emphasizes shared leadership. Moreover, the training program stresses "grass roots" input into group and community decision-making (See Appendix A, Figure II). The leadership training program is designed to encourage student leaders to make an effort to include group suggestions and be responsible for coordinating group work.

Initiating Structure Scale. The items on the scale of initiating structure show that student leaders rate highest on such items as scheduling work to be done, maintaining definite standards of performance and asking group members to follow standard rules and regulations (Table 2B). The data also indicate that student leaders are perceived to emphasize other items such as clearly stating to the group what is expected of them, assigning particular tasks to group members and emphasizing the meeting of deadlines.

The findings on the scale of initiating structure are also a satisfactory measurement of the Mountain-Plains approach to leadership training. The basic approach stresses shared responsibilities on the part of group members. The leader is taught to be a "team captain" and a facilitator in helping the group to achieve a commonly identified objective. The data tend to show that the leaders set the directions with group assistance and then take the necessary steps of assigning tasks and following things up to insure the work is completed. Although the reliability coefficient is less than in the original sample, the alpha coefficient for the Mountain-Plains sample is still relatively high. This tends to show that the scale items exhibit less consistency than in the original scale. The inter-scale correlation on the new scales proved to be +.71; indicating high comparability between items.

Student Government Attendance. Evaluations of attendance patterns at student government meetings is divided into two groups: 1) attendance at Council meetings; and 2) group attendance at neighborhood meetings. These measurements were important to Council members as well as staff trainers in determining whether student government was responsive to the student community.

Summary trends for Council meetings are presented for a one year period corresponding to the Stabilization and Operation period outlined in Part I (Table 3). The numbers in parentheses indicate the total percent of meetings attended by each category of leader measured for the entire twelve weeks of each administration. The data reveal a consistent upward trend in total attendance. Starting from a low of 75 percent for Administrations A and B, the trend rises upward to 89 percent and levels off for Administrations C and D. The results indicate a high level of participation at Council meetings by all members.

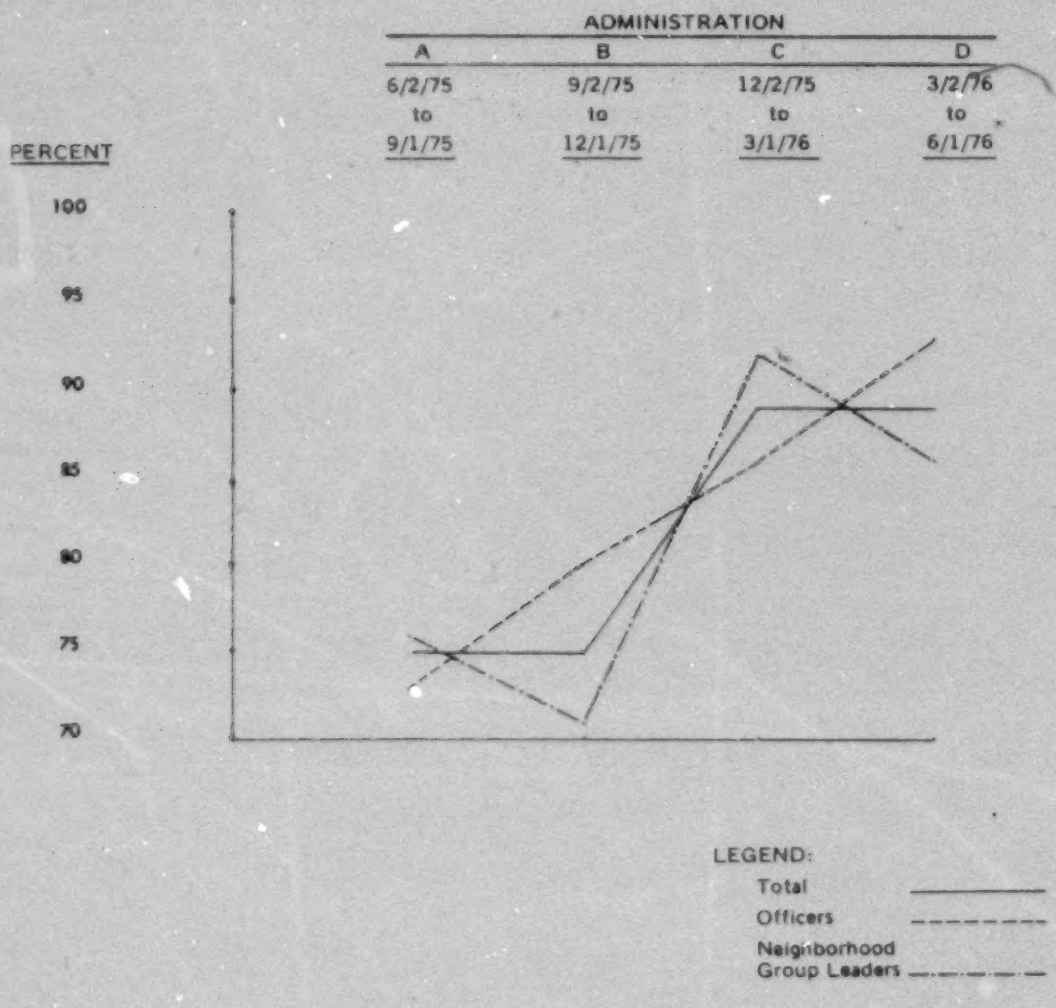
The most consistent upward trend in Council attendance is exhibited by Council officers; an increase from 73 percent to 93 percent. A partial explanation for improvements in officer attendance may be from increased emphasis from staff trainers encouraging officers to set leadership examples by being present at Council meetings and presenting issues in a clear and understandable manner.

The most erratic attendance patterns are found among the neighborhood group leaders. Some of this erratic pattern may reflect the discovery that the job entails more than just the recognition that comes with being a community figure. When the levels of responsibility are realized, some of the participants decline the job. A lag time involved in replacing a leader tends to reduce Council attendance. The trend line, however, for neighborhood group leaders shows that, over time, more people examine the job responsibilities before making a commitment.

To evaluate attendance patterns at Council meetings in relation to attendance patterns at individual neighborhood group meetings, a regression analysis was performed (Table 4). The summary data indicate that for every one neighborhood group meeting held, the group leader attends at least two Council meetings. This result is not unexpected since most neighborhood group leaders typically hold a group meeting every two weeks. (The neighborhood group meeting is generally held in the group leader's home to discuss group and community issues).

The data from Administrations B and C indicate a statistically significant relationship between Council meetings attended and group meetings held. The data for Administration B indicates that relatively fewer group meetings were held for every one attendance at a Coundil meeting. The data from Administration C in-

TABLE 3: SUMMARY OF TRENDS IN STUDENT COUNCIL ATTENDANCE BY ADMINISTRATION



SOURCE: EVALUATION DATA

TABLE 4: REGRESSION ANALYSIS OF: COUNCIL MEETING ATTENDANCE BY NUMBER OF GROUP MEETINGS HELD

Administration	Regression Statistics			
	y (Intercept)	b (Slope)	N	r
Administration A (06/02/75 to 09/01/75)	1.07	.46	8	.58
Administration B (09/02/75 to 12/01/75)	2.38	.24	12	.69*
Administration C (12/02/75 to 03/01/75)	.93	.52	12	.56*
Administration D (03/02/76 to 06/01/76)	1.89	.49	11	.49
All Administrations	1.30	.50	43	.65*

*Indicates .05 level of significance

SOURCE: EVALUATION DATA

dicate that relatively more group meetings were held for every one attendance at a Council meeting. These results compare favorably with the dramatic upward trend in group meeting attendance between Administrations B and C (Table 3).

Attempting to gain additional insight into organizational stability, a second area of attendance pattern was analyzed (Table 5). Using regression analysis, a comparison was made between the mean number of people who attended group meetings with the number of weeks an administration was in office. The data reveal that there was an average of 9.30 people present at each group meeting for all administrations. Although the mean group size for Administration C appears to decline

as more meetings were held, statistical analysis revealed no significant relationship between mean attendance and weeks in office. Additionally for all administrations, there appears to be no statistically significant relationship between mean group size and weeks in office.

A third area of evaluation was concerned with the effect on mean group size in relation to the total number of meetings held (Table 6). The data show that approximately 8.46 persons attended group meetings.[3] Although Administration D had the fewest number of persons per meeting, the results indicate that the number of persons attending increased slightly with an increase in the number of meetings. Although no statistically significant relationship was found between mean group size and the total number of meetings held during any particular administration, these results can generally be seen to be independent variables.

In summary, the results for the trends in Council attendance and neighborhood group leader attendance appear to further support the effectiveness of leadership training approaches. The data tend to indicate that the mean group size does not vary with the number of meetings a leader might hold or with the number of weeks a leader was in office. The data does tend to show that increased attendance by officers has a tendency to affect an increase in attendance among all Student Council members. This increase appears to result, in part, from increased emphasis on leadership training. The increase in student government participation, while not directly influencing individual participation in student government, should be positively reflected in other areas of community participation.

---

[3]The differences in the means between Tables 5 and 6 result from variation between weeks in office and meetings held.

TABLE 5: REGRESSION ANALYSIS OF: MEAN GROUP SIZE
BY WEEKS IN OFFICE

Administration	Regression Statistics			
	y (Intercept)	b (Slope)	N	r
Administration A (06/02/75 to 09/01/75)	9.24	.01	8	.03
Administration B (09/02/75 to 12/01/75)	8.86	.15	12	.29
Administration C (12/02/75 to 03/01/76)	12.15	-.37	12	-.53
Administration D (03/02/76 to 06/02/76)	7.14	.21	11	.30
All Administrations	9.30	.002	43	.003

SOURCE: EVALUATION DATA

TABLE 6: REGRESSION ANALYSIS OF: MEAN GROUP SIZE
BY THE NUMBER OF NEIGHBORHOOD GROUP MEETINGS HELD

Administration	Regression Statistics			
	y (Intercept)	b (Slope)	N	r
Administration A (06/02/75 to 09/01/75)	10.06	-.23	8	-.09
Administration B (09/02/75 to 12/01/75)	9.69	-.23	12	-.08
Administration C (12/02/75 to 03/01/76)	9.16	-.005	12	-.005
Administration D (03/02/76 to 01/01/76)	6.55	.38	43	.52
All Administrations	8.46	.10	43	.09

SOURCE: EVALUATION DATA

2. COMMUNITY PARTICIPATION

Levels of community participation were measured to determine which programs and activities were attended as well as evaluate changes in preference. Moreover, Community Development staff needed to know whether the "pool of activities" concept developed under Program Objective I would effectively meet the changes in preferences as student populations changed.

Methodology. Levels of community participation were derived from Mountain-Plains participants filling out a questionnaire during exit orientation, indicating the estimated number of times they attended a particular activity. Activities were grouped into five categories: 1) Clubs and Organizations; 2) Outdoor Recreation; 3) Indoor Recreation; 4) Religious Activities; and 5) Student Government Activities. Respondents were also asked to indicate levels of usage at various base facilities. Facilities were divided into two categories: 1) Family Center Activities; and 2) Other Base Facilities excluding the Family Center. A total of 435 questionnaires were completed.

Participation Levels in Community Activities. A summary of mean levels of participation in community activities are presented for each of the five categories of activities (Table 7). The table also presents the total amount of usage for all activities within a category. To determine whether the levels of participation of category usage were significantly different from the grand mean of all categories, a t-test analysis was performed.

TABLE 7: SUMMARY OF MEAN LEVELS FOR TOTAL PARTICIPATION IN COMMUNITY ACTIVITIES AND FACILITY USAGE BY REPORTED USERS

I. Activities:

Category of Activity	Category Totals $\bar{x}$	σ	N (Total Users)	Category Total By Grand Mean t-value	p
Club or Organization	4.32	(4.31)	93	5.45	$< .001$*
Outdoor Recreation	7.05	(11.05)	367	1.52	$> .10$
Indoor Recreation	11.23	(16.51)	837	-3.36	$< .001$*
Religious Activities	8.24	(10.92)	100	.08	$> .20$
Student Government	5.20	(5.41)	494	5.94	$< .001$*
TOTALS FOR ALL CATEGORIES	8.35 (Grand Mean)	(12.58)	1891	-----	-----

II. Facility Usage:

Category of Facility	Category Totals $\bar{x}$	σ	N (Total Users)	Category Total By Grand Mean t-value	p
Family Center Facilities	12.63	(18.84)	850	-1.98	$< .05$*
Other Base Facilities	10.04	(16.42)	2252	1.08	$> .20$
TOTALS FOR ALL CATEGORIES	10.75 (Grand Mean)	(17.12)	3102	-----	-----

*t-value exceeds $< .05$ level of probability.

SOURCE: EVALUATION DATA

The categories of activity exhibiting the highest levels of participation were indoor recreation (837 total users)*, student government activities (494 total users), and outdoor activities (367 total users). The categories of activity exhibiting the lowest levels of participation were religious activities (100 total users) and clubs and organizations (93 total users).**

Comparing the mean level of attendance (average number of users per activity) for all indoor recreation activities (11.23) with the totals for all categories of activity (8.25), a statistically significant difference in attendance level was found. The results indicate that relatively more people attend indoor recreation activities than all other categories of activity.

Levels of participation for indoor activities ranged from a high of 201 total users for ceramics to a low of zero users for metalwork (See Appendix B, Table B). For the thirteen indoor activities listed, the average number of participants per activity was calculated to be 64.38. This result can be accounted for, in part, by the high usage levels of ceramics and bowling which counteract the low levels of participation in painting-drawing and metalwork. This result is not surprising since adequate facilities for such activities as bowling and ceramics are available at a cost that most student participants can afford.

---

*Note: One person can use more than one activity and may be "counted" a number of times, thus the high usage totals.

**The mean number of persons who indicated they used an activity is listed at the bottom of the grouped activities in Appendix B, Tables B-H with the heading "Mean Attendance Per Activity".

Student government and outdoor recreation data exhibited relatively high levels of total use, but showed relatively moderate levels of average attendance per category. The t-test analysis revealed that the mean level of attendance in student government activities and clubs or organizations were significantly smaller than the grand mean (Table 7, Part I).

For the three groups of student government activities listed, the mean number of users per activity was calculated at 164.67 (See Appendix B, Table B). The inordinately high level of users per activity is reflected, in the main, by voting participation as elections are held quarterly. The data indicates that the respondents tended to vote (in at least two) student government elections. This demonstrated that relatively large numbers of student participants vote in any given student election.

Levels of usage for outdoor recreation activities ranged from a high of 117 total users for fishing to a low of 4 total users for football (See Appendix B, Table D). For the eleven outdoor activities listed, the average number of participants per activity was calculated at 33.36. This figure is reflected, in part, by the frequent participation in fishing and camping activities in comparison to the infrequent participation in golf and football. Since more facilities are available for fishing and camping than for other outdoor activities, this result is not unexpected.

Religious activities (Appendix B, Table E) and participation in clubs and organizations (Appendix B, Table F) exhibited the lowest levels of attendance. A t-test analysis revealed that only mean levels of participation for clubs and organizations was significantly lower than the grand mean (Table 7, Part I).

Clubs and organizations received the fewest total users, exhibited the smallest mean level of participation of any category and had the fewest users per activity of any category listed. For the 14 activities listed, the average number of participants per activity was calculated to be 6.64 (Appendix B, Table F). Levels of usage for clubs and organizations ranged from a high of 23 total users for the Singles Club to a low of zero users for the Rocket, Kiwanis, and Photo Clubs. (Many of the clubs listed are outside the Mountain-Plains Program, but student participants may still belong). The data indicate that levels of participation in formally organized groups tend to be less than that for informally organized activities.

While the data show that total participation in religious activities was less than total participation in other categories, the mean number of users per activity was relatively high; 33.33 attendances per activity (Appendix B, Table E). Overall, this indicates fewer total participants in religious activities, but a higher frequency of attendance by those who do participate.

The results just previously discussed tend to concur with other findings (Jenkins, 1976). For example, usage levels in the Family Center increased between 1975 and 1976, the year in which the "pool of activities" concept was implemented. Moreover, the frequent use of indoor activities such as ceramics and bowling, student government activities, and outdoor activities such as fishing and camping tend to support the contention that activities and programs in which results can be seen within a relatively short time span appear to be chosen more frequently.

Usage Levels of Base Facilities. A summary of the mean levels of facility usage by student participants is presented for Family Center activities and other base facilities excluding the Family Center (Table 7, Part II). A t-test analysis was performed between the category of facility and the grand mean for all categories to determine whether significant variations in facility usage were evident.

Family Center activities exhibited a higher level of usage than usage levels for all other base facilities. Further support substantiating these results was demonstrated in a comparative study of base facility usage levels between the years 1975 and 1976 (Jenkins, 1976). Using a random sample of Mountain-Plains students, the results of the Jenkins study showed that levels of participation in the Family Center were significantly higher than other base facilities. The results further indicated that 93 percent of the respondents indicated that they used the Family Center at least once, and finally, the results showed a statistically significant increase in Family Center attendance between 1975 and 1976.

Five major areas of activity are located in the Family Center (Appendix B, Table G). From the Five areas evaluated, the game room and the snack bar areas received the highest attendance. Computing a mean level of usage per activity (170.00), the data indicate that Family Center activities were well attended. Since the Family Center is designed to be a community focal point for student activities, these results are encouraging and useful to community development staff.

While the mean level of usage for all other base facilities does not reveal a significant difference from the grand mean, the incidence of participation at these facilities also appears to be relatively high. Seventeen other base facilities were evaluated

(Appendix B, Table H). The data demonstrate a range of facility usage from a low of five users for the Softball Field to a high of 316 users for the Base Theater. For the facilities listed, the average number of users per activity was 132.47. In general, the results of these data show that most respondents attended many of the facilities at least once and made frequent visits to the facilities they most preferred.

The results presented in this discussion of base facilities are also substantiated by the Jenkins study on facility usage. Even though the rank of facility usage levels from these data are slightly different from those of the Jenkins study, the most frequently used facilities (i.e., the Base Gym, Aurora Club and Base Theater tend to be the most frequently used facilities from this data, and the least used facilities (i.e., Teen Center, and the Community Center) tend to also be some of the least frequented facilities from this data.

In summary, usage patterns for both Family Center activities and other base facilities also tend to support the objective of improving citizen behavior through community involvement. Moreover, the data for the patterns of facility usage tend to support the "pool of activities" concept that activities and projects with short time spans to complete will be more frequently used than activities and projects with relatively long time spans to complete.

3. EVALUATION OF ORIENTATION

A final important area of the community development component is orientation. To determine if the two weeks of orientation sessions were successfully orienting a new student to Mountain-Plains, an evaluation was performed.

Methodology. Entry orientation was evaluated by three sample groups filling out a questionnaire at three different time periods; end of orientation (2 weeks), six weeks after program entry and week of program termination. Eighteen orientation sessions were evaluated with respect to session necessity, session clarity, presentation length and session repetition. Fourteen enrollment sessions were evaluated with respect to flexibility of time allotment and session clarity. Finally, eight areas of community welcome were evaluated on the basis of cordiality. All sessions were evaluated by asking each respondent to rate fixed-alternative questions for each individual session. The responses were four-point scales for all sessions except presentation length which used a three-point scale. (A copy of the questionnaire is presented in Appendix C). The number of respondents for each time period were 74, 68 and 120 respectively.

In the initial stages of data analysis, mean assessments were determined on the basis of the consecutive numbers assigned to each scale used for the evaluation. With the exception of presentation length and session repetition (for which the direction is reversed), the smallest means (i.e., moving toward one) indicate the strongest support and the largest means (i.e., moving toward three or four) indicate the least support. (For a summary of the mean assessments, see Appendix B, Tables I-O).

To analyze possible variation in group perceptions over time, a Chi-square analysis was performed on the sample groups for each session. In addition, contingency coefficients and Gamma values were calculated for indication of statistical relationship and directionality.

Group Perceptions of Orientation. Significant variation was found for five sessions with respect to session necessity; student government, counseling, law enforcement, career guidance and early childhood (Appendix B, Table P). The summary results indicated that program completors perceived these sessions to be less important as they progressed through Mountain-Plains. With respect to orientation session clarity, significant variation was found for six sessions; student government, counseling, Mountain-Plains philosophy, law enforcement, community involvement, and recreation (Appendix B, Table Q). As with session necessity, the summary results showed that over time, the sessions were perceived to be less clear at program exit than at program entry.

Four orientation sessions exhibited significant variation in group perceptions with respect to session length; student government, housing inspection, career guidance and introduction to communication skills (Appendix B, Table R). With the exception of the housing inspection, the respondents indicated a need for less time to be spent on the other three sessions.

Only three sessions showed significant variation for session repetition; student government, Mountain-Plains philosophy and career guidance (Appendix B, Table S). The data showed that, over time, these sessions were perceived to increase repetition with other sessions.

With respect to enrollment sessions, the summary results indicated significant variation for two sessions under time flexibility and two sessions under session clarity (Appendix B, Tables T and U). Group perceptions, over time, indicated that at program entry there was insufficient time for returning moving vehicles and too

much time at program entry for the base tour. For session clarity, the respondents indicated that the base tour becomes less clear, over time, while the registration of vehicles and weapons becomes more clear as a student progresses through Mountain-Plains.

Three areas of the community welcome showed significant variation in group perception (Appendix B, Table V). While the data indicated that respondents were welcomed, they could not remember who welcomed them. Moreover, the respondents indicated that student government leaders who welcomed them need to lend more encouragement to new entrants to attend student government activities.

Since some variables exhibited significant variation in group perceptions for more than one evaluation area, correlation coefficients were calculated between different evaluation areas; specifically those evaluation areas that shared a single page on the questionnaire (Table 8). In general, the correlation coefficients for the six items listed tend to be higher for each succeeding group. This tends to demonstrate that respondents in each succeeding group are remembering less accurately the information presented during the orientation sessions, and due to their inability to remember specific sessions respond in a similar fashion from evaluation area to evaluation area.

The data also indicate that if an evaluation of orientation is performed, the most accurate results are likely to occur immediately after the student completes the orientation program. One possible explanation for the high correlations noted in Table 8 may result from the accumulated knowledge of the Mountain-Plains Program over time.

TABLE 8: SUMMARY OF SIGNIFICANT CORRELATION COEFFICIENTS DETERMINED BY SIGNIFICANT CHI-SQUARE LEVELS FOR ORIENTATION BY SAMPLE GROUP

	Group					
	I		II		III	
Item	r	r^2	r	r^2	r	r^2
Importance and necessity of Student Government orientation with clarity and understandability.	.35	.22	.73	.53	.81	.66
Importance and necessity of Counseling orientation with clarity and understandability.	.48	.23	.54	.30	.76	.57
Importance and necessity of Security orientation with clarity and understandability.	.22	.05	.79	.63	.71	.50
Length of presentation of Student Government orientation with repetition of other material.	.33	.11	.58	.33	.67	.45
Length of presentation of Career Guidance orientation with repetition of other material.	.20	.04	.34	.11	.39	.15
Time frame flexibility of base tour with clarity and understandability.	.70	.49	.92	.84	.63	.40

SOURCE: EVALUATION DATA

In summary, the results indicate that the sample groups perceive the orientation program to be effective. This indication is particularly strong for incoming students.

PART III: SUMMARY AND IMPLICATIONS

The major purpose of the summative evaluation for the community development component is to present a synopsis of program development and evaluation findings based on information collected during the period of stabilization and operation.

The community development component was developed in three essential stages: 1) Initial Development (Fall 1973 to Summer 1974); 2) Revision of Initial Development and Expansion (Fall 1974 to Spring 1975); and 3) Stabilization and Operation (Summer 1975 to present). Throughout the course of these developmental stages, the overall goal of community development has been to create a "sense" of community among program participants. The specific objectives have included: 1) improving citizen behavior and involvement through participation in "community" activities; 2) developing social, organizational and group process skills through volunteer involvement and leadership training; 3) provide an entry orientation program to incoming students; and 4) provide an exit orientation program to program completors.

Throughout the course of this development, Community Development staff have attempted to develop appropriate organizational mechanisms to facilitate citizen participation and meet the needs of preferred activities identified by the participants. Organizations developed during this three year period have included: 1) a student government; 2) a student activity center (Family Center); 3) a clothing exchange (Sharing House); and 4) a student welcome wagon. In addition, staff training in organization and leadership development was provided.

In evaluating the results of how well each program objective was accomplished, specific evaluation instruments were developed. Evaluation of student participation in community activities was measured by a questionnaire administered during the exit orientation period. Leadership training was evaluated by the Leadership Behavior Description Questionnaire and attendance records of student government meetings. Entry orientation was evaluated by administering a questionnaire to three sample groups at three different time periods during program matriculation. No evaluation of exit orientation was attempted since program participants are no longer accountable to community development once they officially leave Glasgow Air Base.

Perceptions of leadership qualities were found to be significantly different between the Mountain-Plains sample group and two original sample groups. Since this result was rather unexpected, a cluster analysis was performed to determine whether items on the original scales of consideration and initiating structure clustered in a different manner than the original scales. While some scale items clustered differently, no statistical difference was found between the original scales and the "new" scales mean scores on this population.

The LBDQ was also used by staff trainers to measure the effectiveness of leadership techniques and approaches used at Mountain-Plains. The Mountain-Plains approach stresses a "team captain" approach in which the group leader acts as a facilitator in getting work completed. In addition, the group leader is taught the concept of shared leadership; i.e., including group suggestions and assigning specific tasks to group members.

Leadership training effectiveness was further measured by attendance at student government meetings for a one year period. Summary trends of four student government administrations indicated that total attendance increased over time. Officer attendance showed a consistent upward trend, while neighborhood group leader attendance showed several fluctuations in its overall attendance patterns. Using regression techniques, further analysis was performed on attendance patterns at individual neighborhood group meetings. The results indicated that the number of meetings a leader held or the weeks he/she served in office had no effect on group size. Additionally, the results showed that a leader typically attended two Council meetings for every one group meeting held. This result was surprising since group leaders tend to hold neighborhood group meetings every two weeks.

Participation in community activities was measured by five categories: 1) clubs and organizations; 2) outdoor recreation; 3) indoor recreation; 4) religious activities; and 5) student government activities. Facility usage was measured by two categories: 1) Family Center facilities; and 2) All other base facilities excluding the Family Center. Mean levels of participation or usage were calculated for each category of activity or facility. A grand mean was then calculated for all categories. A t-test analysis was performed to determine significant differences in levels of activity participation or facility usage.

The results indicated that indoor activities were attended most frequently, while student government and outdoor activities received the next highest levels of attendance. Clubs, organizations and religious activities received the least attendance. In addition, the data indicated that informally organized activities

are likely to be more popular and more frequently used than activities which are formally organized.

Community participation data further revealed that the Family Center facilities were used more frequently than all other base facilities. Within the Family Center the results showed that the game room and the snack bar area received the most frequent attendance. For other base facilities, the results for usage levels showed that many people attended a particular facility at least once, and of the facilities they most preferred, attended them frequently. The most frequently used facilities in this category were the Base Theater, Aurora Club and Base Gym and the least used facilities were the Teen Center and the Community Center.

Entry orientation was evaluated by three sample groups filling out a questionnaire at three different time periods; end of orientation (2 weeks), six weeks after program entry and week of program termination. Eighteen orientation sessions were evaluated with respect to session necessity, session clarity, presentation length, and session repetition. Fourteen enrollment sessions were evaluated with respect to flexibility of time allotment and session clarity. Finally, eight areas of community welcome were evaluated on the basis of cordiality.

Initially, mean assessments of individual sessions were calculated for each scale used for the evaluation. To analyze possible variation in group perceptions over time, a Chi-square analysis was performed in the sample groups for each session. Since some variables exhibited significant variation in group perceptions for more than one evaluation area, correlation coefficients were calculated between different evaluation areas.

In general, the results indicated that the orientation program effectively orients the new student to the Mountain-Plains Program. A number of sessions were perceived to have some degree of interrelation depending on which sample group is examined.

Finally, the data indicated that if an evaluation of orientation is performed, the most accurate results are likely to occur immediately after the student completes the orientation program and the sessions are still clear in their minds.

FORMATIVE IMPLICATIONS

Based on research findings, the summative evaluation data tend to demonstrate that the objectives of the community development component have been adequately accomplished. The findings suggest implications in three areas: 1) leadership training; 2) citizen involvement; and 3) orientation.

The results show that leadership training is effective in its current mold, and should be continued. A sample of student leaders should be tested (using the LBDQ), for any probable changes in, perhaps, 6 or 8 months with comparisons to current findings.

Summary results also indicate that more effort might be concentrated on reducing the vicissitudes in neighborhood group leader attendance at Council meetings. Council attendance should continue to be monitored for continuous feedback for staff and Council leaders. Additionally, Council attendance should be evaluated frequently for cyclical or recurring attendance patterns.

Programming efforts designed to stimulate community participation seem to be most effective when they account for a short-time span for personal gratification. Summary results support the "pool of activities" concept; hence, programming efforts should be able to change as preferences change.

The data also indicate that voting participation at elections as well as participation in other student government activities should receive continued support and encouragement. In contrast, clubs and organizations should be re-examined with respect to attendance levels. Only those clubs and organizations (new or established) that show a strong indication, based on student support, of functioning over a relatively long period of time should receive continued support. It is recommended that those clubs or organizations that cannot meet these criteria should be terminated.

The data show strong evidence that the Family Center should remain operative. Since it is the most frequently used facility by program participants on base, it is recommended that programming efforts along the current format should be continued.

With respect to other base facilities, students should continue to be encouraged to maintain current levels of facility usage. At the time of this writing, some facilities have closed due to the Air Force leaving the base. This will probably change levels of usage in some areas. As changes occur, community development staff will most likely need to plan more activities at the Family Center to compensate for the reduction in other base facilities. Summary results and this current situation on the base indicate that an additional staff position in the Family Center may be needed to meet increased usage demands.

To evaluate probable changes in participation for community activities, community development staff should perform a follow-up survey of both attendance levels in community activities and facility usage. It is suggested that this should be done in the Summer of 1977 to aid staff in making necessary program adjustments if changes in patterns of attendance or usage occur.

The results of the orientation program indicate that, in general, the program is effectively orienting new students to Mountain-Plains. Orientation leaders may want to consider adjustments in the following sessions: 1) student government; 2) career guidance; 3) law enforcement; 4) base tour; and 5) counseling. Presentation length and repetition appears to be a problem for the session on student government. Session clarity appears to be the principal problem with respect to the base tour.

The results indicate that if the orientation program is to be evaluated in the future, the evaluation should be done immediately after the orientation program is completed. It is recommended that an evaluation, based on a random sample, be performed on the last day of the orientation program late next Spring. This evaluation should give orientation leaders the necessary feedback on whether any changes in perceptions of either the entire program or specific session has occurred.

BIBLIOGRAPHY

BIBLIOGRAPHY

Conrad, Rowan W. Problems Encountered and Program Revision: Counseling. (Counseling Services Report No. 8). Glasgow, Montana: Mountain-Plains Press, October, 1976.

Halpin, Andrew W. Manual for the Leader Behavior Description Questionnaire. Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1957.

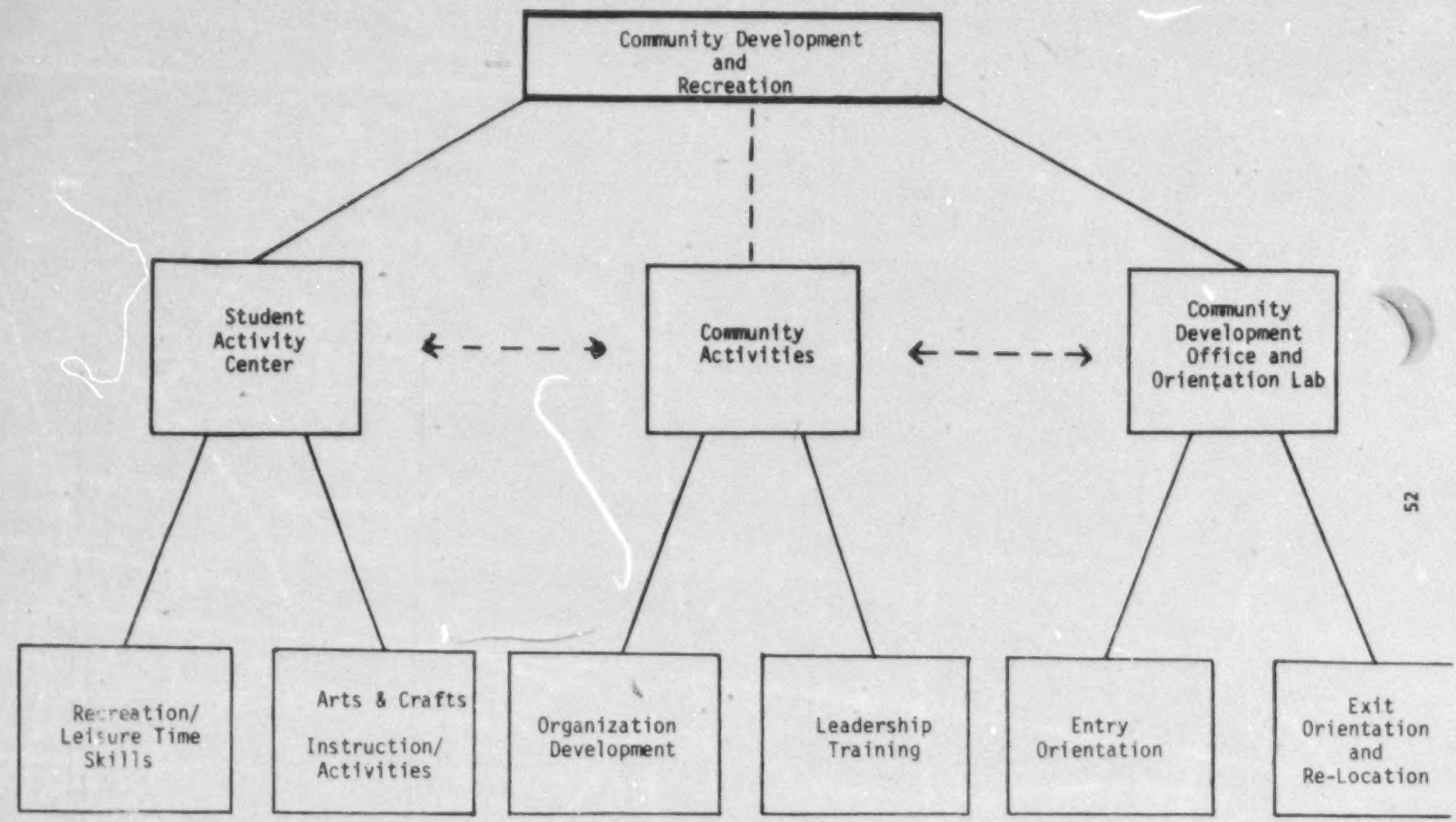
Jenkins, Robert L. A Comparative Summary of Base Facility Usage by Mountain-Plains Students for 1975 and 1976. (Community Development Report No. 5). Glasgow, Montana: Mountain-Plains Press, July, 1976.

Jenkins, Robert L. "Final Report--MOWINDS Community Survey." Glasgow, Montana: Mountain-Plains Press, October, 1975.

Jenkins, Robert L. A Survey of Recreational Interests. Glasgow, Montana: Mountain-Plains Press, May, 1975.

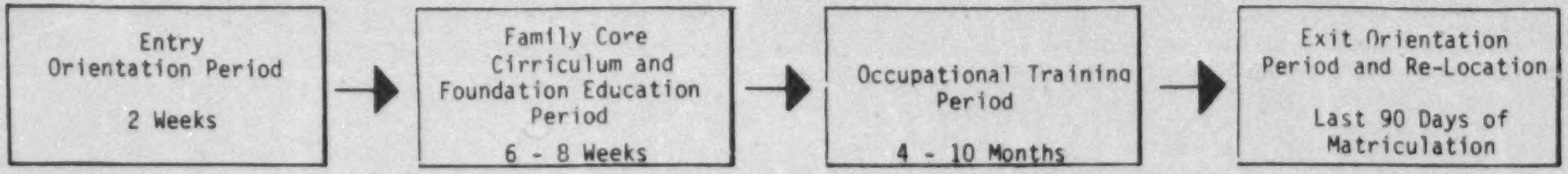
Shank, Charles. Program and Plans--Community Development and Social Services. (Counseling Services Report No. 6). Glasgow, Montana: Mountain-Plains Press, September, 1973.

Appendix A



52

FIGURE I
ORGANIZATIONAL CHART FOR THE COMMUNITY DEVELOPMENT AND RECREATION DEPARTMENT BY FUNCTION


Entry Orientation Period
2 Weeks
Family Core Cirriculum and Foundation Education Period
6 - 8 Weeks
Occupational Training Period
4 - 10 Months
Exit Orientation Period and Re-Location
Last 90 Days of Matriculation

I. "Awareness Stage"

GOALS:

1) Initial Contact
   a) Student Government
   b) Welcome Wagon
   c) Community Development Staff

2) Orientation to where things are at Mountain-Plains

3) Presentation of Activities "Pool" at Mountain-Plains

II. Activity Identification and Commitment to Involvement Stage

GOALS:

1) Encouragement to participate
   a) Student Government
   b) Student Activity Center
   c) Clubs and Organizations

2) Staff training and organization development activities

III. Involvement Stage

GOALS:

1) Encourage people to complete activities already identified

2) Encourage multifarious involvement in community activities

3) Additional staff training in human relations, group dynamics and organizations

4) Awards and recognitions to people who volunteer regularly

IV. Evaluation and Preparation for Re-Location Stage

GOALS:

1) Determine extent of involvement

2) Awards and recognitions to regular and outstanding volunteers

3) Preparation for relocating in the world outside Mountain-Plains

4) Preparation for termination procedures

FIGURE II
PROCESS OF INVOLVING MOUNTAIN-PLAINS PARTICIPANTS IN COMMUNITY ACTIVITIES

Appendix B

TABLE A: CORRELATION MATRIX FOR THE LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE

Item No.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
1.	1.00																			
2.	.427	1.00																		
3.	.392	.421	1.00																	
4.	.426	.444	.536	1.00																
5.	.431	.466	.472	.494	1.00															
6.	.289	.417	.383	.386	.464	1.00														
7.	.114	.103	.098	.081	.151	.029	1.00													
8.	.393	.397	.420	.363	.388	.453	-.069	1.00												
9.	.028	.072	-.023	.010	.029	-.091	.283	-.105	1.00											
10.	.362	.374	.379	.397	.435	.344	.088	.519	-.065	1.00										
11.	.231	.211	.116	.172	.234	.097	.366	.190	.157	.175	1.00									
12.	.093	.009	.155	.155	.064	.169	-.131	.228	-.148	.218	-.182	1.00								
13.	.460	.280	.371	.327	.290	.205	.148	.316	-.097	.327	.254	.144	1.00							
14.	.284	.219	.280	.291	.272	.129	.146	.127	.194	.163	.248	-.007	.326	1.00						
15.	.305	.343	.315	.365	.524	.401	.140	.323	.066	.397	.180	.124	.322	.217	1.00					
16.	.322	.338	.373	.393	.342	.275	.198	.315	.112	.317	.281	.034	.290	.497	.337	1.00				
17.	.321	.344	.327	.363	.431	.275	.216	.234	.090	.310	.341	.027	.266	.296	.398	.416	1.00			
18.	.176	.178	.191	.189	.220	.231	-.037	.256	-.105	.170	.015	.244	.120	.001	.197	.112	.164	1.00		
19.	.392	.382	.368	.362	.423	.328	.049	.483	-.023	.439	.115	.155	.344	.135	.342	.316	.297	.322	1.00	
20.	.084	.175	.204	.145	.126	.297	-.062	.232	-.208	.153	-.069	.223	.124	-.008	.162	.148	.125	.424	.323	1.00
21.	.449	.378	.383	.397	.381	.319	.101	.401	.025	.351	.235	.148	.419	.328	.326	.394	.288	.196	.276	.134
22.	.281	.242	.302	.297	.335	.221	.169	.237	.112	.319	.249	.102	.354	.213	.341	.330	.279	.221	.293	.097
23.	.396	.407	.491	.391	.437	.404	.081	.572	-.012	.416	.130	.167	.354	.154	.404	.330	.266	.289	.449	.233
24.	.312	.371	.337	.352	.397	.320	.174	.242	.084	.282	.192	.050	.289	.301	.393	.399	.402	.080	.205	.066
25.	.316	.337	.316	.290	.301	.177	.119	.251	.056	.200	.328	-.009	.331	.315	.291	.362	.299	-.031	.201	-.054
26.	.391	.342	.401	.341	.384	.343	.047	.477	-.037	.330	.111	.061	.223	.130	.306	.279	.265	.185	.377	.145
27.	.404	.433	.416	.416	.470	.378	.085	.523	-.054	.428	.178	.158	.288	.171	.454	.335	.389	.261	.481	.168
28.	.355	.260	.383	.311	.332	.298	.012	.478	-.083	.314	.079	.220	.284	.136	.287	.234	.176	.260	.369	.159
29.	.326	.262	.311	.287	.373	.283	.238	.267	.104	.218	.243	.084	.254	.284	.320	.344	.320	.147	.221	.052
30.	.243	.292	.262	.284	.237	.235	-.014	.266	-.075	.337	.041	.252	.239	.040	.293	.208	.223	.400	.339	.376
31.	.349	.344	.476	.354	.406	.358	.039	.537	-.060	.394	.130	.187	.286	.103	.387	.274	.253	.269	.381	.257
32.	.362	.342	.394	.309	.387	.252	.179	.368	.158	.333	.225	.089	.418	.313	.354	.376	.308	.198	.351	.146
33.	.398	.387	.443	.446	.539	.481	.082	.441	.020	.393	.161	.169	.349	.188	.547	.375	.352	.278	.477	.232
34.	.426	.361	.445	.477	.473	.383	.144	.448	.024	.441	.211	.140	.393	.259	.444	.454	.359	.216	.453	.178
35.	.450	.448	.468	.443	.444	.344	.165	.378	.061	.361	.356	.055	.356	.373	.430	.448	.456	.136	.371	.136
36.	.060	.133	.164	.155	.150	.209	.048	.132	.028	.079	.039	.120	.066	.030	.134	.083	.084	.176	.137	.176
37.	.405	.379	.369	.399	.385	.264	.057	.331	.066	.346	.202	.098	.399	.304	.357	.401	.348	.078	.308	.099
38.	.445	.428	.466	.468	.444	.404	.052	.575	.022	.422	.156	.158	.355	.255	.400	.454	.293	.298	.453	.298
39.	.451	.375	.494	.477	.488	.367	.135	.308	.016	.381	.216	.155	.380	.305	.410	.383	.380	.186	.354	.203
40.	.504	.398	.511	.522	.542	.371	.101	.476	.013	.479	.242	.195	.369	.341	.405	.455	.417	.214	.477	.187

TABLE A: CORRELATION MATRIX FOR THE LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE (Continued)

Item No.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
19.																				
20.																				
21.	1.00																			
22.	.325	1.00																		
23.	.411	.328	1.00																	
24.	.334	.282	.298	1.00																
25.	.387	.225	.220	.389	1.00															
26.	.360	.279	.495	.239	.310	1.00														
27.	.396	.276	.457	.352	.344	.499	1.00													
28.	.346	.215	.551	.225	.225	.411	.414	1.00												
29.	.313	.294	.285	.462	.350	.282	.354	.331	1.00											
30.	.177	.210	.293	.151	.072	.199	.334	.187	.204	1.00										
31.	.392	.270	.617	.263	.251	.492	.477	.546	.271	.286	1.00									
32.	.357	.375	.366	.330	.363	.300	.396	.321	.389	.240	.360	1.00								
33.	.338	.369	.454	.370	.265	.408	.484	.391	.396	.311	.493	.425	1.00							
34.	.413	.338	.492	.343	.356	.441	.465	.384	.366	.303	.425	.420	.591	1.00						
35.	.472	.343	.378	.399	.458	.353	.462	.281	.448	.248	.389	.464	.455	.537	1.00					
36.	.092	.092	.178	.120	.049	.104	.130	.141	.098	.208	.166	.060	.159	.179	.079	1.00				
37.	.462	.324	.383	.385	.454	.369	.451	.282	.382	.253	.371	.365	.387	.463	.409	.081	1.00			
38.	.435	.397	.563	.311	.299	.481	.496	.485	.327	.362	.505	.406	.543	.562	.461	.222	.404	1.00		
39.	.442	.420	.471	.452	.364	.415	.444	.413	.438	.254	.472	.468	.524	.562	.589	.068	.453	.540	1.00	
40.	.457	.347	.507	.392	.372	.451	.461	.447	.404	.207	.461	.464	.505	.579	.566	.150	.468	.544	.661	1.00

TABLE B: MEAN LEVEL OF PARTICIPATION FOR INDOOR RECREATION ACTIVITIES BY REPORTED USERS.

Indoor Activity	Statistic $\bar{x}$	σ	N
Bowling	7.96	12.61	146
Steam Room	10.60	15.55	82
Ping Pong	7.13	8.73	79
Physical Fitness	19.82	24.26	49
Ceramics	12.42	17.93	201
Painting-Drawing	5.50	3.21	6
Woodwork	5.42	6.74	24
Metalwork	0.00	0.00	0
Sewing-Needlepoint	2.75	1.28	8
Hand-Crafts	9.91	13.69	11
Basketball	9.74	10.64	69
Handball	5.06	7.21	18
Racquetball	21.38	28.34	86
Volleyball	7.66	9.00	58
TOTALS	11.23 (Grand Mean)	16.51	837
Mean attendance per activity =			64.38

SOURCE: EVALUATION DATA

TABLE C: MEAN LEVEL OF PARTICIPATION FOR STUDENT GOVERNMENT ACTIVITIES BY REPORTED USERS

Government Activity	Statistic $\bar{x}$	σ	N
Neighborhood Group Meetings	7.80	7.14	197
State Group Meetings	4.66	5.10	154
Elections (Voting Participation)	2.20	1.33	143
TOTALS (Grand Mean)	5.20	5.41	494
Mean attendance per activity =			164.67

SOURCE: EVALUATION DATA

TABLE D: MEAN LEVEL OF PARTICIPATION FOR OUTDOOR RECREATION ACTIVITIES BY REPORTED USERS

Outdoor Activity	Statistic $\bar{x}$	σ	N
Fishing	7.35	11.33	117
Hunting	6.71	6.64	38
Hiking	6.16	7.95	31
Camping	6.21	15.89	71
Tennis	5.77	8.14	17
Golf	1.40	.55	5
Water Sports	3.64	2.76	14
Snow Sports	3.00	2.60	9
Archery	10.41	14.12	17
Baseball	10.46	9.00	44
Football	5.00	2.45	4
TOTALS	7.05 (Grand Mean)	11.05	367

Mean attendance per activity = 33.36

SOURCE: EVALUATION DATA

TABLE E: MEAN LEVEL OF PARTICIPATION FOR RELIGIOUS ACTIVITIES BY REPORTED USERS

	Statistic		
Religious Activity	$\bar{x}$	σ	N
Bible Study Group	6.00	3.65	4
Church GAFB	6.38	9.85	56
Church Town	11.08	12.69	40
TOTALS	8.24 (Grand Mean)	10.92	100
Mean attendance per activity =			33.33

SOURCE: EVALUATION DATA

TABLE F: MEAN LEVEL OF PARTICIPATION FOR CLUBS & ORGANIZATIONS BY REPORTED USERS

	Statistic		
Club or Organization	$\bar{x}$	σ	N
Leather Crafts	3.85	2.70	13
Hot Wheels	7.80	6.83	5
Rocket Club	0.00	0.00	0
4-H	1.00	0.00	3
Scouts	11.67	15.88	3
Indian Club	2.07	1.79	15
Teen Club	11.00	1.41	2
Game Clubs	5.33	4.04	3
Rod & Gun Club	1.86	1.07	7
Pleasingly Plump	5.82	4.72	17
Big Brother/Big Sister	5.00	4.24	2
Kiwanis Club	0.00	0.00	0
Photo Club	0.00	0.00	0
Singles Club	3.65	2.27	23
TOTALS	4.32 (Grand Mean)	4.31	93
Mean attendance per activity =			6.64

SOURCE: EVALUATION DATA

TABLE G: MEAN LEVEL OF USAGE FOR FAMILY CENTER ACTIVITIES BY REPORTED USERS

Family Center Activity Area	Statistic $\bar{x}$	σ	N
Game Room	14.94	19.44	318
TV Room	8.15	15.88	196
Family Center Management	17.88	24.28	40
Snack Bar	13.68	19.22	228
Community-Wide Events	8.10	18.93	68
TOTALS	12.63 (Grand Mean)	18.84	850
Mean attendance per activity =			170.00

SOURCE: EVALUATION DATA

TABLE H: MEAN LEVEL OF FACILITY USAGE FOR OTHER BASE FACILITIES--EXCLUDING FAMILY CENTER ACTIVITIES --BY REPORTED USERS

Facility	Statistic $\bar{x}$	σ	N
Bowling Alley	7.47	11.55	275
Base Library	4.66	8.47	167
Base Chapel	6.48	10.40	73
Hobby Shops (Wood & Auto)	7.18	9.56	140
Aurora Club	13.18	19.87	298
Base Gym	20.96	28.76	225
Elementary School	5.92	13.52	65
Sharing House	5.47	10.17	199
Early Childhood	13.05	25.58	56
Home Management	3.50	4.92	123
Teen Center	9.00	20.92	21
Ball Fields	12.17	14.24	79
Base Theater	10.70	14.23	316
Arts & Crafts Center	15.75	23.11	128
Community Center	8.68	9.72	22
Rifle Range	3.28	2.92	60
Softball Field	16.00	19.09	5
TOTALS (Grand Mean)	10.04	16.42	2252

Mean attendance per activity = 132.47

SOURCE: EVALUATION DATA

TABLE I: VARIATION IN ASSESSMENTS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION NECESSITY BY SAMPLE GROUP

	Group I			Group II			Group III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Housing Lease	1.34	(.60)	74	1.48	(.75)	66	1.49	(.71)	118
Fire Department	1.34	(.53)	74	1.29	(.63)	66	1.37	(.69)	118
Student Policies & Procedures I	1.46	(.56)	72	1.51	(.75)	65	1.63	(.75)	117
Health	1.31	(.52)	71	1.37	(.57)	65	1.46	(.74)	115
Student Government	2.06	(.69)	71	2.16	(.95)	64	2.46	(1.05)	115
Housing Inspection	1.37	(.57)	71	1.53	(.71)	66	1.72	(.81)	118
Counseling Program	1.40	(.55)	72	1.94	(.96)	66	1.93	(.94)	117
Mountain-Plains Philosophy	1.61	(.75)	71	1.71	(.84)	66	1.90	(.96)	114
Law Enforcement	1.21	(.41)	71	1.42	(.83)	64	1.64	(.91)	117
Testing Program	1.56	(.69)	72	1.57	(.81)	65	1.74	(.94)	116
Student Policies & Procedures II	1.59	(.71)	70	1.49	(.67)	61	1.71	(.83)	114
Career Guidance	1.30	(.46)	70	1.62	(.86)	65	1.91	(1.00)	118
Early Childhood	1.41	(.67)	70	1.66	(.87)	65	1.90	(1.05)	116
Community Activities	1.74	(.73)	72	1.91	(.87)	66	1.94	(.96)	116
Recreation Program	1.56	(.67)	72	1.45	(.64)	66	1.75	(.90)	118
Communications Skills Program	1.59	(.62)	71	1.72	(.82)	65	1.80	(.92)	114
Family Core Curriculum	1.51	(.63)	71	1.62	(.82)	66	1.85	(1.02)	118
Religious Activities	2.16	(1.06)	56	2.23	(1.12)	64	2.18	(1.06)	114

SOURCE: EVALUATION DATA

TABLE J: VARIATION IN ASSESSMENTS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION CLARITY BY SAMPLE GROUP

	Group								
	I			II			III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Housing Lease	1.42	(.60)	71	1.62	(.80)	66	1.67	(.81)	120
Fire Department	1.21	(.45)	70	1.41	(.66)	63	1.40	(.65)	120
Student Policies & Procedures I	1.59	(.58)	70	1.80	(.87)	65	1.84	(.80)	119
Health	1.30	(.49)	70	1.38	(.63)	66	1.45	(.70)	119
Student Government	1.76	(.76)	72	2.02	(1.00)	64	2.30	(1.06)	116
Housing Inspection	1.39	(.65)	66	1.84	(.99)	67	1.74	(.86)	119
Counseling Program	1.34	(.53)	71	1.63	(.90)	67	1.82	(.93)	120
Mountain-Plains Philosophy	1.49	(.63)	72	1.81	(.86)	67	1.92	(.96)	117
Law Enforcement	1.24	(.46)	72	1.48	(.87)	65	1.58	(.82)	119
Testing Program	1.41	(.59)	74	1.49	(.75)	65	1.57	(.80)	119
Student Policies & Procedures II	1.58	(.64)	74	1.63	(.81)	63	1.81	(.83)	116
Career Guidance	1.54	(.61)	69	1.55	(.79)	65	1.73	(.88)	119
Early Childhood	1.38	(.62)	69	1.64	(.87)	66	1.75	(.95)	118
Community Activities	1.42	(.52)	73	1.69	(.89)	67	1.61	(.84)	119
Recreation Program	1.23	(.45)	74	1.48	(.68)	67	1.61	(.84)	119
Communications Skills Program	1.55	(.64)	73	1.76	(.88)	66	1.68	(.90)	117
Family Core Curriculum	1.45	(.65)	71	1.60	(.84)	65	1.81	(.96)	119
Religious Activities	2.00	(.99)	56	2.18	(1.17)	62	2.11	(1.07)	114

SOURCE: EVALUATION DATA

TABLE K: VARIATION IN ASSESSMENTS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION LENGTH BY SAMPLE GROUP

	Group I			Group II			Group III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Housing Lease	2.60	(.74)	72	2.58	(.70)	65	2.52	(.77)	118
Fire Department	2.68	(.64)	73	2.67	(.62)	63	2.62	(.73)	118
Student Policies & Procedures I	2.59	(.77)	71	2.47	(.78)	64	2.34	(.87)	117
Health	2.81	(.46)	73	2.81	(.53)	64	2.70	(.67)	117
Student Government	2.48	(.77)	71	2.34	(.82)	64	2.19	(.96)	112
Housing Inspection	2.68	(.50)	68	2.48	(.69)	65	2.64	(.70)	118
Counseling Program	2.67	(.67)	73	2.54	(.79)	65	2.56	(.80)	117
Mountain-Plains Philosophy	2.41	(.86)	69	2.41	(.85)	64	2.41	(.88)	116
Law Enforcement	2.79	(.50)	72	2.71	(.67)	66	2.63	(.75)	117
Testing Program	2.67	(.71)	73	2.67	(.71)	66	2.56	(.80)	118
Student Policies & Procedures II	2.59	(.77)	70	2.61	(.70)	64	2.41	(.85)	117
Career Guidance	2.69	(.55)	68	2.62	(.75)	63	2.36	(.91)	118
Early Childhood	2.65	(.68)	69	2.69	(.67)	64	2.50	(.82)	117
Community Activities	2.55	(.76)	73	2.59	(.73)	64	2.47	(.83)	116
Recreation Program	2.72	(.65)	72	2.62	(.72)	65	2.56	(.75)	117
Communications Skills Program	2.70	(.68)	73	2.55	(.73)	64	2.49	(.85)	116
Family Core Curriculum	2.63	(.72)	65	2.58	(.79)	64	2.47	(.84)	118
Religious Activities	2.55	(.68)	49	2.43	(.70)	60	2.60	(.70)	109

SOURCE: EVALUATION DATA

TABLE L: VARIATION IN ASSESSMENTS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION REPETITION BY SAMPLE GROUP

	Group I			Group II			Group III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Housing Lease	2.99	(.93)	71	3.03	(1.03)	63	2.87	(1.10)	119
Fire Department	3.13	(.95)	70	2.95	(.97)	62	2.84	(1.10)	119
Student Policies & Procedures I	2.70	(1.03)	71	2.65	(1.08)	63	2.38	(1.14)	117
Health	3.14	(.98)	71	3.06	(1.08)	64	2.81	(1.16)	118
Student Government	2.61	(1.06)	69	2.70	(1.14)	63	2.23	(1.20)	113
Housing Inspection	3.08	(1.04)	64	2.97	(1.08)	63	2.78	(1.16)	117
Counseling Program	2.93	(1.02)	71	2.89	(1.15)	62	2.75	(1.17)	117
Mountain-Plains Philosophy	2.59	(.99)	69	2.73	(1.15)	64	2.35	(1.17)	116
Law Enforcement	3.12	(.95)	69	3.11	(1.06)	64	2.79	(1.14)	118
Testing Program	2.87	(1.06)	70	2.98	(1.11)	64	2.72	(1.17)	117
Student Policies & Procedures II	2.52	(1.04)	69	2.72	(1.08)	64	2.33	(1.14)	118
Career Guidance	2.86	(1.03)	69	2.86	(1.13)	63	2.40	(1.19)	118
Early Childhood	3.04	(.98)	68	3.06	(1.05)	64	2.70	(1.17)	118
Community Activities	2.57	(1.07)	70	2.74	(1.09)	62	2.57	(1.16)	117
Recreation Program	2.83	(1.05)	70	3.03	(1.08)	63	2.64	(1.17)	118
Communications Skills Program	2.93	(.96)	71	2.98	(1.09)	63	2.66	(1.16)	116
Family Core Curriculum	2.84	(1.02)	67	2.76	(1.13)	62	2.57	(1.16)	118
Religious Activities	3.22	(.93)	50	3.18	(1.12)	57	2.94	(1.10)	108

SOURCE: EVALUATION DATA

TABLE M: VARIATION IN ASSESSMENT OF FOURTEEN ENROLLMENT SESSIONS WITH RESPECT TO TIME FLEXIBILITY BY SAMPLE GROUP

	Group								
	I			II			III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Enrollment of Children	1.72	(.88)	47	1.70	(.95)	53	1.88	(.93)	98
Early Childhood	1.55	(.75)	47	1.68	(.85)	53	1.86	(.94)	90
North Star School	1.98	(1.13)	19	1.97	(1.18)	29	1.93	(1.02)	83
Junior High School	2.25	(1.22)	12	2.08	(1.25)	24	1.96	(1.01)	68
High School	2.25	(1.22)	12	2.04	(1.24)	25	2.00	(1.03)	63
Return Moving Vehicles	1.50	(.65)	60	1.97	(1.03)	58	1.83	(.90)	109
Registration of Private Vehicles and Weapons	1.37	(.55)	63	1.58	(.78)	62	1.71	(.80)	111
Pick Up Mailbox Key	1.35	(.57)	68	1.56	(.71)	64	1.58	(.68)	118
Base Tour	2.46	(1.24)	35	2.24	(1.21)	46	1.71	(.83)	117
Town Tour	2.91	(1.23)	33	2.73	(1.30)	41	2.39	(1.24)	97
Settle Relocation Expense	1.51	(.71)	65	1.58	(.83)	60	1.73	(.87)	114
Student Pay Line	1.49	(.72)	68	1.56	(.75)	63	1.65	(.78)	116
Counseling Pre-Intakes	1.47	(.66)	66	1.65	(.79)	63	1.81	(.96)	117
Testing Sessions	1.47	(.74)	70	1.56	(.73)	64	1.75	(.91)	118

SOURCE: EVALUATION DATA

TABLE N: VARIATION IN ASSESSMENT OF FOURTEEN ENROLLMENT SESSIONS WITH RESPECT TO SESSION CLARITY BY SAMPLE GROUP

	Group								
	I			II			III		
ITEM	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N	$\bar{x}$	s.d.	N
Enrollment of Children	1.50	(.65)	50	1.65	(.97)	54	1.56	(.83)	97
Early Childhood	1.31	(.51)	48	1.70	(1.07)	53	1.68	(.96)	90
North Star School	1.95	(1.15)	20	1.90	(1.23)	29	1.74	(1.00)	84
Junior High School	2.08	(1.26)	13	1.83	(1.23)	23	1.77	(.99)	69
High School	2.08	(1.26)	13	1.87	(1.22)	23	1.82	(1.04)	65
Return Moving Vehicles	1.33	(.66)	60	1.61	(.97)	56	1.66	(.91)	111
Regristration of Private Vehicles and Weapons	1.20	(.44)	65	1.35	(.76)	60	1.54	(.79)	112
Pick Up Mailbox Key	1.23	(.57)	73	1.35	(.68)	63	1.44	(.68)	119
Base Tour	2.48	(1.29)	31	2.13	(1.22)	46	1.64	(.87)	118
Town Tour	2.59	(1.27)	32	2.63	(1.31)	40	2.23	(1.25)	95
Settle Relocation Expense	1.40	(.73)	70	1.56	(.90)	59	1.63	(.84)	114
Student Pay Line	1.17	(.42)	70	1.33	(.65)	63	1.41	(.65)	116
Counseling Pre-Intakes	1.32	(.60)	71	1.49	(.97)	61	1.65	(.80)	119
Testing Sessions	1.26	(.58)	72	1.36	(.72)	64	1.56	(.81)	119

SOURCE: EVALUATION DATA

TABLE O: VARIATION IN ASSESSMENT OF EIGHT AREAS OF COMMUNITY WELCOME BY SAMPLE GROUP

ITEM	Group I $\bar{x}$	I s.d.	I N	Group II $\bar{x}$	II s.d.	II N	Group III $\bar{x}$	III s.d.	III N
State Representative From Student Government Visited Me	1.04	(.20)	48	1.18	(.48)	50	1.46	(.81)	74
Neighborhood Group Leader From Student Government Visited Me	1.05	(.22)	62	1.16	(.50)	55	1.23	(.64)	85
Welcome Wagon Was Helpful	2.73	(1.23)	60	2.65	(1.22)	63	2.94	(1.16)	111
Welcome Wagon Was Appreciated	2.47	(1.30)	58	2.20	(1.18)	61	2.73	(1.19)	110
Encouraged To Attend Neighborhood Group Meetings	1.85	(1.08)	72	1.74	(.97)	65	1.94	(1.05)	115
Encouraged To Attend State Group Meetings	1.78	(1.20)	74	1.41	(.84)	63	1.78	(.95)	116
Encouraged To Attend Student Council Meetings	1.61	(.93)	72	1.55	(.87)	65	2.13	(1.15)	114
Neighborhood Group Leader Met Me At Student Government Lucheon	2.52	(1.46)	72	2.73	(1.46)	63	3.02	(1.32)	112

SOURCE: EVALUATION DATA

TABLE P: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION NECESSITY BY SAMPLE GROUP

ITEM	Statistic			
	X^2	d.f.	Contingency Coefficient	Gamma Value
Student Government Orientation	22.92*	6	.29	+.22
Counseling Orientation	19.21*	6	.27	+.31
Security Orientation	15.83*	6	.24	+.36
Career Guidance Orientation	22.32*	6	.29	+.40
Early Childhood Orientation	13.46*	6	.23	+.29

TABLE Q: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION CLARITY BY SAMPLE GROUP

ITEM	Statistic			
	X^2	d.f.	Contingency Coefficient	Gamma Value
Student Government Orientation	20.02*	6	.27	+.28
Counseling Orientation	16.15*	6	.24	+.33
Mountain-Plains Philosophy	12.67*	6	.22	+.26
Security Orientation	13.73*	6	.23	+.31
Community Involvement Orientation	13.94*	6	.23	+.23
Recreation Orientation	14.28*	6	.23	+.32

*Indicates the X^2 value exceeds the $\angle .05$ level of probability.

SOURCE: EVALUATION DATA

TABLE R: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION LENGTH BY SAMPLE GROUP

ITEM	Statistic			
	χ^2	d.f.	Contingency Coefficient	Gamma Value
Student Government Orientation	20.60*	4	.28	-.18
Housing Inspection	14.80*	4	.24	+.08
Career Guidance Orientation	29.32*	4	.33	-.24
Introduction to Communication Skills	14.04*	4	.23	-.17

TABLE S: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF EIGHTEEN ORIENTATION SESSIONS WITH RESPECT TO SESSION REPETITION BY SAMPLE GROUP

ITEM	Statistic			
	χ^2	d.f.	Contingency Coefficient	Gamma Value
Student Government Orientation	16.51*	6	.25	-.19
Mountain-Plains Philosophy	14.27*	6	.23	-.13
Career Guidance Orientation	16.89*	6	.25	-.22

*Indicates the χ^2 value exceeds the $< .05$ level of probability.

SOURCE: EVALUATION DATA

TABLE T: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF FOURTEEN ENROLLMENT SESSIONS WITH RESPECT TO TIME FLEXIBILITY BY SAMPLE GROUP

ITEM	Statistic			
	χ^2	d.f.	Contingency Coefficient	Gamma Value
Return Moving Vehicles	13.26*	6	.24	+.17
Base Tour	24.71*	6	.33	-.34

TABLE U: SUMMARY OF SIGNIFICANT VARIATION IN MOUNATIN-PLAINS STUDENT PERCEPTIONS OF FOURTEEN ENROLLMENT SESSIONS WITH RESPECT TO SESSION CLARITY BY SAMPLE GROUP

ITEM	Statistic			
	χ^2	d.f.	Contingency Coefficient	Gamma Value
Registration of Vehicle and Weapons with Base Security	12.66*	6	.23	+.36
Base Tour	23.53*	6	.33	-.37

*Indicates the χ^2 value exceeds the $< .05$ level of probability.

SOURCE: EVALUATION DATA

TABLE V: SUMMARY OF SIGNIFICANT VARIATION IN MOUNTAIN-PLAINS STUDENT PERCEPTIONS OF EIGHT AREAS OF COMMUNITY WELCOMED BY SAMPLE GROUP

ITEM	Statistic			
	χ^2	d.f.	Contingency Coefficient	Gamma Value
State Representative Welcomed Me	15.42*	6	.29	+.58
State Representative Encouraged Me To Attend State Meetings	25.06*	6	.30	-.17
Student Government Members Encouraged Me To Attend Weekly Council Meetings	18.61*	6	.26	+.32

*Indicates the χ^2 value exceeds the $< .05$ level of probability.

SOURCE: EVALUATION DATA

Appendix C

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by staff members of
The Ohio State Leadership Studies

Name of Leader Being Described _____

Name of Group Which He Leads _____

Your Name _____

On the following pages is a list of items that may be used to describe the behavior of your supervisor (group leader).* Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor (group leader).

Note: The term, "group", as employed in the following items, refers to a department, division, or other unit of organization which is supervised (led) by the person being described.

The term "members", refers to all the people in the unit of organization which is supervised (led) by the person being described.

Center for Business and Edonomic Research
Division of Research
College of Administrative Science
The Ohio State University
Columbus, Ohio 43210

Copyright 1957

*Words in parantheses indicate editorial changes were made to make the questionnaire more appropriate to the sample population.

DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader engages in the behavior described by the item.

c. DECIDE whether he always, often, occasionally, seldom or never acts as described by the item.

d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A - Always
B - Often
C - Occasionally
D - Seldom
E - Never

1.	He does personal favors for group members.	A B C D E
2.	He makes his attitudes clear to the group.	A B C D E
3.	He does little things to make it pleasant to be a member of the group.	A B C D E
4.	He tries out his new ideas with the group.	A B C D E
5.	He acts as the real leader of the group.	A B C D E
6.	He is easy to understand.	A B C D E
7.	He rules with an iron hand.	A B C D E
8.	He finds time to listen to group members.	A B C D E
9.	He criticizes poor work.	A B C D E
10.	He gives advance notice of changes.	A B C D E
11.	He speaks in a manner not to be questioned.	A B C D E
12.	He keeps to himself.	A B C D E
13.	He looks out for the personal welfare of individual group members.	A B C D E
14.	He assigns group members to particular tasks.	A B C D E
15.	He is the spokesman of the group.	A B C D E
16.	He schedules the work to be done.	A B C D E
17.	He maintains definite standards of performance.	A B C D E
18.	He refuses to explain his actions.	A B C D E

19.	He keeps the group informed.	A B C D E
20.	He acts without consulting the group.	A B C D E
21.	He backs up the members in their actions.	A B C D E
22.	He emphasizes the meeting of deadlines.	A B C D E
23.	He treats all group members as his equals.	A B C D E
24.	He encourages the use of uniform procedures.	A B C D E
25.	He gets what he asks for from his superiors (the student Council).	A B C D E
26.	He is willing to make changes.	A B C D E
27.	He makes sure that his part in the organization is understood by group members.	A B C D E
28.	He is friendly and approachable.	A B C D E
29.	He asks that group members follow standard rules and regulations.	A B C D E
30.	He fails to take necessary action.	A B C D E
31.	He makes group members feel at ease when talking with them.	A B C D E
32.	He lets group members know what is expected of them.	A B C D E
33.	He speaks as the representative of the group.	A B C D E
34.	He puts suggestions made by the group into action.	A B C D E
35.	He sees to it that group members are working up to capacity.	A B C D E
36.	He lets other people take away his leadership in the group.	A B C D E
37.	He gets his superiors (other student leaders) to act for the welfare of the group members.	A B C D E
38.	He gets group approval on important matters before going ahead.	A B C D E
39.	He sees to it that the work of group members is coordinated.	A B C D E
40.	He keeps the group working together as a team.	A B C D E

QUESTIONNAIRE FOR
SPOUSE OR HOH

Student No. _____
Marital Status _____
Sex _____
Group No. _____

COMMUNITY DEVELOPMENT ACTIVITIES

I. ORGANIZED ACTIVITIES

A. Clubs & Organizations	Joined	No. Times Attended	Clubs & Organizations	Joined	No. Times Attended
1. Leather Crafts			8. Game Clubs (Chess)		
2. Hot Wheels			9. Rod & Gun		
3. Rocket Club			10. Pleasingly Plump Club		
4. (Vol. Asst.) 4-H			11. Big Brother/Big Sister (Vol. Asst.)		
5. (Vol. Asst.) Scouts			12. Kiwanis Club		
6. Indian Club			13. Photo Club		
7. (Vol. Asst.) Teen Club			14. Singles' Club		
			15. Others		
B. Outdoor Recreation					
1. Fishing			7. Water Sports (Boating)		
2. Hunting			8. Snow Sports (Skating)		
3. Hiking			9. Archery		
4. Camping			10. Field Sports-Baseball		
5. Tennis			11. Field Sports-Football		
6. Golf			12. Others		
C. Indoor Recreation					
1. Basketball			5. Steam Room		
2. Handball			6. Volleyball		
3. Bowling			7. Ping-pong		
4. Racketball			8. Phys. Fitness (Running)		
			9. Others		
D. Arts & Crafts					
1. Ceramics			4. Metalwork		
2. Painting & Drawing			5. Sewing & Needlepoint		
3. Woodwork			6. Hand Crafts		
			7. Others		

E. Religious Activities	Joined	No. Times Attended	New Activity
1. Bible Study Group			
2. Church Attendance (on base)			
3. Church Attendance (in town)			
4. Others			

II. MOWINDS COMMUNITY GOVERNMENT

	Yes	No	# Attended	# Possible
1. Voting Participation (Voting in student election)				
2. Group Meetings				
3. State Meetings				
4. Others				

COMMUNITY DEVELOPMENT ACTIVITIES

III. BASE FACILITIES & RESOURCES	Attended	No. of Times
1. Family Center a) Game Room		
b) TV Room		
c) Family Center Managers		
d) Snack Bar		
e) Community-Wide Events		
2. Bowling Alley		
3. Base Library		
4. Base Chapel		
5. Auto & Wood Hobby Shop		
6. Aurora Club		
7. Base Gymnasuim		
8. Elementary School		
9. Sharing House		
10. Early Childhood-Day Care		
11. Home Management		
12. Teen Center		
13. Ball Fields		
14. Base Theater		
15. Arts & Crafts Center		
16. Community Center		
17. Rifle Range		

IV. Is there any other activity you have participated in that has not been included here?

STUDENT ORIENTATION EVALUATION

TODAY'S DATE: _____ (MONTH DAY YEAR) Date you STARTED orientation: _____ (MONTH DAY YEAR)

SEX
M ☐ ☐ F

The following presentations were given to provide initial information and guidance to allow you to function successfully within both the community setting at GAB and the educational program of Mountain-Plains. Think about each session listed, then check appropriate areas in both left and right columns. Only you can provide us with information about the clarity and usefulness of programs to you.

MARITAL STATUS
Single ☐ Married ☐

Important and Necessary:					Clear and Understandable			
Yes Definitely	Yes Mostly	No Mostly Not	No Not At All		Yes Definitely	Yes Mostly	No Mostly Not	No Not At All
				1. Housing Lease				
				2. Fire Department				
				3. Student Policies & Procedures				
				4. Health Orientation				
				5. MOWINDS Orientation				
				6. Housing Inspection				
				7. Counseling Orientation				
				8. Philosophy of Mountain-Plains				
				9. Security				
				10. Introduction to Testing (Rate the explanation, not the tests)				
				11. Student Policies & Procedures				
				12. Career Guidance				
				13. Early Childhood Program				
				14. Community Involvement				
				15. Recreation				
				16. Introduction to Comm. Skills				
				17. Family Core Orientation				
				18. Religious Information				

How could these sessions be improved upon to be of greater help to the new student? (Use the back if you need more room.)

Two areas concern us about a presentation and you are in the best location to judge these two factors. Please recall each presentation and check appropriate columns.

The Presentation was:				I felt the instructor's material was a repeat of other presentation			
Too Long	Too Short	Just Right		Yes Mostly	Yes Some	No Not Much	No None
			19. Housing Lease				
			20. Fire Department				
			21. Student Policies & Procedures				
			22. Health Orientation				
			23. MOWINDS Orientation				
			24. Housing Inspection				
			25. Counseling Orientation				
			26. Philosophy of Mountain-Plains				
			27. Security				
			28. Introduction to Testing (Rate the explanation, not the tests)				
			29. Student Policies & Procedures				
			30. Career Guidance				
			31. Child Care & Development				
			32. Community Involvement				
			33. Recreation				
			34. Introduction to Comm. Skills				
			35. Family Core Orientation				
			36. Religious Information				

COMMENTS:

Part of your orientation was self-guided, that is you were given instructions, but you did the "work" yourself. Please evaluate these portions as listed below.

Time Frames were flexible and sufficient:					Instructions clear and understandable:			
Yes Definitely	Yes Mostly	No Mostly Not	No Not At All		Yes Definitely	Yes Mostly	No Mostly Not	No Not At All
				37. Enrollment of Children				
				38. Early Childhood				
				39. North Star School				
				40. Junior High School				
				41. High School				
				42. Return U-Hauls				
				43. Reg. Vehicles/Weapons -- pictures				
				44. Pick up mail box key				
				45. Base Tour				
				46. Town Tour				
				47. Settle Relocation Expense				
				48. Student Pay Line				
				49. Counseling Pre-Intakes				
				50. Testing Sessions				

y could these self-guided, individual areas be improved upon?

COMMUNITY DEVELOPMENT

51. My student State Representative came to visit me _____ 1st week _____ 2nd week _____ 3rd week

52. My Group Leader came to visit me _____ 1st week _____ 2nd week _____ 3rd week

53. Which state are you from? (circle one) ID MT NE ND SD WY

54. What is the number of your community group?_____
(If you are unsure tell the test administrator your house number and they will supply group number.)

		Yes Definitely	Yes Mostly	No Mostly Not	No Not At All
55.	The Welcome Wagon was helpful.				
56.	The Welcome Wagon was appreciated.				
57.	I was encouraged to attend block meetings.				
58.	I was invited to attend state meetings.				
59.	I was encouraged to attend MOWINDS meetings.				
60.	My group leader and I met during MOWINDS Luncheon Orientation.				

How could your Student Representatives been of greater help to you?

COMMUNITY DEVELOPMENT

Mountain-Plain's Community Workers are always attempting to improve themselves in order to be of better service to you. To help them do this they need honest answers by you to the following questions or statements. Please be honest in replying.

61. Check the name of the person from Community Development who welcomed you to the program.
   - __ Gloria
   - __ Warren
   - __ Mary Ann
   - __ Other:

		Yes Definitely	Yes Mostly	No Mostly Not	No Not At All
62.	My Community Worker treated me like an adult.				
63.	I was received in a warm friendly manner.				
64.	Information given to me by the Community Worker was clear and complete.				
65.	I felt at ease with the Community Worker.				
66.	My Community Worker was sincere in helping me resolve my moving problems at GAFB.				

How could the Community Worker been of more help to you?